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ABSTRACT

This compilation provides abstracts of 150-200 words each for M.A. theses in Teaching English as a Second Language at the University of California, Los Angeles from the inception of that program in 1969 to the end of 1978. Each entry provides the author's name, thesis title, and name of committee chairperson. A subject index, a culture and language index, and an author index are appended. Theses are listed on the following topics: bilingualism and biculturalism, contrastive studies, culture, discourse analysis, English for specific purposes, error analysis, foreign language learning, language acquisition, language laboratory and visual materials, language policy, literature, materials preparation, methodology, neurolinguistics, phonology, psycholinguistic and sociolinguistic studies, reading, research and theory, second dialect, teacher training, and testing/measuring. (JB)

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UCLA GRADUATE THESES IN ENGLISH AS A SECOND LANGUAGE

1969 - 1978

Compiled by

HO-PENG LIM

University of California at Los Angeles

1980

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UCLA GRADUATE THESES IN ENGLISH AS A SECOND LANGUAGE
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"We can safely claim that many of the theses produced in the M.A. TESL Program are of a caliber equal to many doctoral dissertations that have been prepared on the same topics."
Workpapers in TESL, Vol. XII, June 1978, UCLA.

The M.A. in TESL Program at UCLA was inaugurated in 1968. The primary goal of the program is to provide the necessary academic support for students to pursue solutions to the research questions in second language teaching and learning which they define during their Certificate year or during the first quarter of their M.A. year. The M.A. in TESL is a research-oriented degree program built upon a firm practical base which the students establish during their Certificate year.

Listed below are abstracts of M.A. in TESL theses that have been prepared since the inception of the program up to the end of 1978. All the theses have been prepared under the guidance of the TESL faculty and the "outside" faculty from other departments (especially Linguistics, Psychology, Education, and Sociology) who serve on thesis committees. Each entry provides the author's name, thesis title, and name of committee chairman.

1969: M.A. in TESL THESES

1. BERKENKAMP, Carolyn Mary. Grammatical Analysis and Grammar Drill: An Investigation Into Their Most Effective Chronological Order: Chairman: R.N. Campbell.

An experiment conducted at the UCLA campus during the winter quarter of 1969 attempted to investigate the importance of the position of the grammar explanation relative to class practice in a foreign language lesson. Do Students learn more effectively if the structural explanation is presented to them before intensive class drill or at the end of classroom practice?

Twenty-four American students were hired to act as subjects for this study. Based on their MLAT scores, they were divided into two groups of subjects matched for general language ability. Each group separately was taught five grammatical patterns of Amharic, the national language of Ethiopia. For each lesson, the Experimental Group received a written explanation of the pattern under study after initial presentation of the new material and before class practice. The Control Group received the explanation only at the end of practice. Two achievement tests followed the instruction phase. The first one was given the day after the last instruction period; the second one, eight days later.

All test results, reflecting both inter-group differences and retention span, favored the Experimental Group. Statistically significant results were found in both sets of scores regarding Experimental and Control Group retention span. However, the Experimental Group's scores showed greater significance than did the Control Groups. Although these are the only statistically significant scores that result from this study, the consistent trend in favor of the Experimental Group indicates that presenting the grammar explanation before classroom practice seems to be of greater help to the student in acquiring the patterns and manipulating them orally, than does delaying the analysis.

2. DUNG, Le Thi Kim. An Experimental Study of the Role of the Written Word in the Early Stages of Foreign Language Learning. Chairman: R. N. Campbell.

An experiment was conducted at UCLA during the spring quarter, 1969 to investigate the role of the written word in the early stages of foreign language learning. The hypothesis of the experiment was that the exposure to letters right after foreign sounds was more of an aid to effective learning than the presentation of only the spoken form of the language. Twenty students from UCLA campus with

no background in Vietnamese were paid for serving as subjects of the study. They were equally divided into two groups on the basis of the Modern Language Aptitude Test and according to sex and academic major. Both groups were taught ten grammatical patterns and forty-five lexical items of Vietnamese with the help of the same visual aids and by the same classroom procedures. The experimental variable was that the Vietnamese written words were presented only to the experimental group. After nine hours of instruction, both groups were given the same post-test which did not involve any Vietnamese written words. This achievement test was administered twice; one after the completion of the teaching phase and the other after a lapse of six days.

The results of the students' performance of the vocabulary tests showed that there were no significant differences between the group taught with the aid of written words and the group taught without them. In the learning of syntax, the only significant difference was found in the production part of the second grammar test; other differences favored the experimental group. The recognition test totals, though not significantly different, were again in favor of the experimental group. However the auditory comprehension parts of these recognition tests were statistically significant. Significant differences were also found in the production and auditory comprehension/directed communication test totals.

The results of the experiment indicate that the use of written words in elementary foreign language classes is of great help to the student in developing communication ability and attaining oral proficiency.

3. ESTRADA, Beatrice Torres. Extended Listening as an Instructional Strategy for the Teaching of English as a New Language. Chairman: R. D. Wilson.

This thesis is a research study to formulate a theoretical basis for the extended systemic listening strategy.

The extended systemic listening strategy is a way by which language learners hear the language, learn to listen to the language, and apply the listening skill to conceptualizing the system of rules of the language prior to oral production. By this means the learner acquires a certain amount of competence before he is required to perform.

The theoretical framework for the extended systemic listening strategy consists of a rationale and a set of strategies as suggested by several proponents of such a strategy and supported by certain psychologists, linguists, and methodologists in the field of TESL and linguistics.

The examination of the literature contributes the fundamental elements for the development of the rationale, which consists of three sets of assumptions dealing with the nature of language learning, the nature of language, and the nature of instruction. The rationale then forms the basis for the development of the set of strategies which includes the extended systemic listening strategy.

Chapter six is an application of the author's own conclusions to a lesson followed by a summarization of her conclusions formulated as a set of strategies including the extended systemic listening strategy and a rationale.

4. ESTRADA, Frank Xavier. The Effect of Increasing Syntactic Complexity on Reading Comprehension. Chairman: R.D. Wilson.

The purpose of this study was to investigate the effect of increasing the complexity of the patterns of syntactic structures on reading comprehension. Seventy-five fourth grade elementary school children in the Gallup-McKinley County School System, Gallup, New Mexico, were selected as subjects for the study. Two groups consisted of Navajo-speaking children from the Navajo Reservation and one group consisted of native English-speaking children from the Gallup area.

Six reading passages were designed to test the research hypothesis. Varying patterns of syntactic structure were the only variable in the reading passages. The reading passages were paired into three levels of syntactic complexity. Level I encompassed simple patterns of syntactic structure (main clauses only), Level II was made more complex with the addition of dependent clauses, and Level III, in addition to main and dependent clauses, utilized reduced clauses of the adjective and/or prepositional type.

Cloze comprehension tests were used as the measure of comprehension.

The study revealed that Indian students, as well as non-Indian (to a lesser degree), encountered increasing comprehension difficulties with an increase in the syntactic complexity of the sentences of the reading passages. With one group of stories (A) significant differences were found in moving from Level I to Level II and from Level II to Level III. In the second group of stories (B) significant differences were found only between Level I and Level II. The presence of dependent clauses proved to be the greatest reading comprehension obstacle. The presence of reduced clauses also caused a change in the performances of subjects.

It was concluded that English as a Second Language learners will encounter comprehension problems when they are expected to read written materials incorporating sentences with dependent clauses.

Implications of the study and recommendations for further research were also made.

5. FAWCETT, Nancy Knox. Teaching Bidialectism in a Second Language: A Strategy for Developing Native English Proficiency in Navajo Students. Chairman: R. D. Wilson.

As a strategy for attaining a goal of coordinate bilingualism, it has been proposed that students living in a bilingual community be taught that ultimately they will be bidialectal in their second language: they will speak the dialect of their community as well as a standard one.

The thesis is a preliminary study of one attempt to deal with this problem in the context of a curriculum being developed for the Bureau of Indian Affairs. Theoretical justification for and pedagogocal implications of bidialectal instruction for Navajo Beginners are explored. The hypothesis is that bidialectal instruction will result in better pronunciation.

The study describes two groups involved in a non-equivalent control group design over a twelve-week period. One class received bidialectal instruction; the other did not. In the pretest and posttest the students retold a story, then mimicked each sentence in the story as it was modeled by the investigator. A sample of the recorded data was presented in random order to six native speakers of English, who scored a pronunciation point in each utterance on a three-point scale of native English equivalence. Interjudge reliability was .86. The statistical results fail to support the hypothesis. Measures of the interrelationships among several variables of student performance and language difficulty are analyzed with varying results. It is recommended that the instruction be modified slightly, and that a more intensive study be carried out over a longer period of time.

6. GBEDEMAH, Fui Frederick Kwasi. Language Policy as Related to the Teaching of English as a Second Language in Ghana. Chairmen: C. H. Prator.

The main focus of this exercise is to investigate national language problems as related to the teaching of English as a Second Language in Ghana. By means of a carefully prepared questionnaire, workers and a few students have been interviewed in three main suburbs of Accra, namely Kaneshie, Asylum Down, and Accra Central --

government ministerial offices. The fifty samples that have been received show interesting characteristics in the range of occupations represented, age, tribe, sex, and the variety of languages known by each individual-- the range is from a minimum of two to a maximum of six. English and Akan, however, seem to be favourites for national language status. The main facts of this and the implications of the whole study are examined as follows:

(a) Looking at the linguistic geography of Ghana.
(b) Surveying the history and current status of language policy in Ghana.
(c) Reviewing the "national language question".
(d) Analysing attitudes to language as revealed by the prepared questionnaire.
(e) Looking at the resources for language teaching in Ghana.

7. HARGREAVES, Patrick Roger. A Cultural Analysis of William Golding's Lord of the Flies. Chairman: J. F. Povey.

This study investigates "cultural difficulty" in the study of English literature by foreign students. A well-known British novel widely used abroad is analysed to reveal precisely what cultural complexity it contains, and to test the general a priori assumption that British cultural patterns will inevitably pervade a British work however universal its theme. The methodology suggested is new.

A preliminary section discusses the purposes of literary study, which cultural difficulty might obstruct. Linguistic, cultural and "sociolinguistic" difficulty are distinguished and preliminarily defined. The concepts of "culture" and "cultural interference" are discussed, and a survey of previous work reveals that no satisfactorily comprehensive scheme for either is available for a literature teacher to use. Cultural difficulty is found to be a complex phenomenon, relating to:

1) The level of appreciation required.
2) The cruciality of the item for understanding the book's import.
3) Its universality or parochiality.
4) How "contextually interpretable" it is.
5) Whether it is referential or metaphorical.
6) Whether it is a mater of fact or of value.

The text is then scrutinised in detail. All cultural elements distinguished are referred to sub-divisions of the following comprehensive categories:

1) Physical, Natural
2) Physical, Man-made
3) Institutions

4) Social mores
5) Social manners
6) History and tradition
7) Intellectual matters

and are discussed as to their nature, their importance in the story, and their "cultural difficulty" as defined. In conclusion an attempt is made to assess the "Britishness" of the work and it is argued that while most of its ideas and characters are archetypal, the central character cannot be divorced from his British background and that a knowledge of certain exclusively British phenomena is necessary for an understanding of the book at any but the most simplistic level. A summary of "cultural difficulty" seeks to distil the survey's mass of detail. Finally the book's cultural profile is related to the general purposes of literary study.

8. KESSLER, Laurel West. The Relative Difficulty of Learning to Pronounce Cognate and Non-Cognate Words in a Second Language. Chairman: R. N. Campbell.

This is a pilot study investigating the hypothesis, in second-language learning, cognates are no more difficult to pronounce than non-cognates, and of a way of testing the hypothesis. Fifty-one native speakers of Mexican Spanish were tested on tests of Spanish and English pronunciation and on the difference in their pronunciation between non-cognates and cognates in English.

The Spanish test was judged by a native speaker of Mexican Spanish and served to identify the dialects spoken by the subjects. The English test was judged by sophisticated native speakers of American English and served to rank the subjects according to their English pronunciation ability. The cognates test was judged by unsophisticated native speakers of American English and served to determine if there was a difference in difficulty between cognates and non-cognates.

The English and cognates tests were found to validate each other and therefore were reliable measurments of the subjects' English pronunciation ability. The unsophisticated judges of the cognates test were found to be reliable.

An hypothesis was posited regarding the relative difficulty of cognate words: students with moderate to good ability in English pronunciation have no greater difficulty in pronouncing cognate words than non-cognates; for poor speakers, however, the less their overall ability, the greater will be their difficulty with cognate words.

9. VANDERWERF, Willem Cornelis. Lexical Analysis and Comparison: English and Persian; An Exploratory Study for English as a Second Language Purposes. Chairman: R. N. Campbell.

This lexical contrastive analysis of English and Persian is based on lexical errors made by Iranian students. The errors found involve incorrect lexical substitution and incorrect semantic or syntactic collocations. The errors are caused by different kinds of lexical splits. In a lexical split one lexical item in Persian corresponds to two or more items in English. Most splits are caused by conceptual differences.

The analysis was not limited to the immediate members of the simple or multiple splits but extended to the "synonyms" and near synonyms of the words involved and the distribution of the features over the ranges of synonyms in the two languages. A contrastive analysis was made of ten sets of nouns and ten sets of verbs all involving splits of some kind, and of one larger group of semantically related verbs. Lexical splits were found to cross the boundaries between syntactic word classes, the boundaries between semantics and syntax and the boundaries between different levels of usage: colloquial, formal and literary. It was also found that a knowledge of the two cultures involved is a prerequisite for satisfactory lexical contrastive analysis. Finally it was found that a knowledge of Persian and/or a knowledge of lexical contrastive analysis helped in reconstructing the intended meaning of some errors giving a teacher an insight into how errors are made and what remedies to use. Otherwise these errors would be totally incomprehensible.

10. XIEM, Nguyen Van. The Role of Explanation in the Teaching of the Grammar of a Foreign Language: an Experimental Study of Two Techniques. Chairman: R. N. Campbell.

In an attempt to determine the relative effectiveness of two techniques of teaching syntactic patterns of a foreign language to college students, a study was conducted at UCLA during the fall quarter, 1968. Subjects selected for this study were American undergraduate students with no prior training in Vietnamese. Ten matched pairs of students equated on the basis of their MLAT scores formed two groups that received instruction on a number of Vietnamese syntactic patterns.

This study was initiated in response to some current reflections on the role of grammatical explanations or structural rules in teaching the grammar of a foreign language at the adult level. The experiment involved four

hours of training and two hours of testing. The subjects were taught eight thirty-minute lessons on eight grammatical patterns. For each pattern, after the presentation of introductory sentences containing the syntactic point to be taught and before the practice phase, the experimental group received a concise written explanation to study for five minutes while the control group had no explanation but were given the same amount of time in additional practice. A set of achievement tests were administered to two groups immediately after training and again after an interval of twelve days. Results of the analysis of the test scores showed differences in performance and retention between the two groups. All differences were in favor of the experimental group. However, the only statistically significant difference was the retentive ability of the experimental group in recognizing Vietnamese grammatical sentences. The remaining differences did not reach significance but their direction showed a consistent trend in favor of the hypothesis.

The tendency for the experimental subjects to achieve greater gains justifies further study of the basic question posed in this study under other experimental conditions.

1970: M.A. in TESL THESES

11. ADMASU, Yonas. Developing Amharic for Modern Use. Chairman: C. H. Prator.

Amharic, the official language of Ethiopia, is in great need of developing into a modern language. It needs to develop into a language whose expressive capabilities need to go beyond the "tukul life" of the farmer and extend into the technological and scientific complexities of modern city life. As a language of instruction in the first six grades of school at present it has to be capable of getting English out of the way, and develop fast enough to be used in the higher levels of education for that seems to be the long range plan of the Ministry of Education and Fine Arts.

In its struggle to emerge as a 'modern language' it has to work in a rather complex situation: at home it is confronted by serious economic, social, and political problems posing as obstacles most difficult to overcome, and dangerous at certain points; it has to develop into the language of a country that is multi-lingual, multi-cultural, and multi-racial; a nation that is not economically developed enough to meet the demands of the people in everyday life; a nation where social, economic, and political inequities prevail.

From without, it has to be able to resist any foreign influence that might threaten its identity. On the other hand, it has to rely on foreign terms and concepts for the expression of modern Ethiopian life which cannot escape progress in technological and scientific fields; this should be true of those areas of life where Amharic cannot readily provide the necessary expressions for.

This thesis, therefore, makes an attempt at exploring possible ways and means by which the development of Amharic can be effected. Theories and principles of language development have been consulted and discussed both in their theoretical forms and in their practical application to other languages; specifically, reference has been made to Hebrew and Swahili in that respect.

The thesis, far from complete or sophisticated, introduces the problem with its tentative solutions; in that respect, it is hoped that the problems and theories discussed will be of some help in any future plan to develop Amharic; otherwise, it is only hoped that this thesis will serve as a stepping stone into future profound research in the field.

12. ANDREWS, Alison Margaret Gibson. The Characteristics of Efficient Reading and Implications for Remedial Reading Techniques with Foreign Students. Chairman: E. R. Hatch.

The study sets out to discover what are the experimentally established facts about the mature reading process. It then examines some well-known materials and textbooks on reading improvement to discover whether the assumptions on which they are based reflect these facts. Finally, the implications of these findings for ESL are considered.

Eye-movement studies are examined to find out what is known about the duration and span of fixation of good and poor readers. Studies of visual perception in reading are then surveyed and it is established that efficient reading depends on familiarity with individual words and also on ability to use the context to anticipate what is to come. Reading is seen as an active two-way process where the central cognitive activity of the mind affects the peripheral activity of the eyes just as much as it depends on the peripheral activity of the eyes. It is suggested that it is the good reader's ability to anticipate what he is going to see which enables him to use the wider span of fixation which is a crucial factor in the difference in speed between good and poor readers.

The relationship between subvocalization or "inner speech" and reading is studied.

The survey of reading improvement materials shows that two of the major assumptions about reading improvement--that eye fixations reflect the unit of processing and should be widened and that subvocalization is detrimental and should be forcibly stopped--are unfounded.

It is suggested that ability to utilize redundancy--that of language as a code and that of the information conveyed--is a major factor in efficient reading.

13. BERNALDO, Agnes Buzon. A Contrastive Analysis of Some American and Filipino Attitudes. Chairman: C.H. Prator.

The purpose of the study was to make a three-way examination and comparison of attitudes held by two groups of Filipino students, and a group of American students. To determine if there were variances in attitudes between students from two socio-economic backgrounds, the Filipino students chosen as subjects came from the lower socio-economic group, and an exclusive private school whose students belonged to the upper socio-economic group.

The principal instrument of inquiry was an original questionnaire consisting of forty items that depicted patterns of behavior related to the American culture, Filipino culture, and items which were not particularly oriented to either culture. A large portion of the items were recast from statements, generalizations, and observations about the American and Filipino cultures as expounded in anthropological writings, foreign accounts, and other sources of information, most of which had been compiled and presented as one chapter in the form of a contrastive analysis of the two cultures.

The results of the study revealed that the American and Filipino students did not share the same attitudes. This was especially evident in items that depicted behavior patterns related to their respective cultures. Only in items that were not oriented to any culture did the groups show some agreement. The two groups of Filipino students in general shared the same attitudes. Negative ratings were given to several American-related behavior patterns. A portion of these same types of patterns, however, received positive ratings from varying numbers of the private-school students. The group was found to have some "Western leanings" or tendencies and their attitudes were found closer to those of the American students. The public school students appeared to be "more Filipino" in their attitudes.

Implications of the study to ESL and suggestions for further study were included in the last chapter.

14. CAMPBELL, Myrtis Thomas. A Psycholinguistic Study of Achievement Motivation in Economic Development. Chairman: L. McIntosh.

This study used the findings of previous psychological work which showed the relation between language behavior, motivation, and economic under-development as a tool to determine whether the low level of economic development in the Republic of the Philippines possibly might be attributed to a low level of the Achievement Motive in the country at large.

242 male college students from 8 widely distributed locations in the Philippines were given a projective-type test in a moderately aroused state of ego-involvement to estimate the strength of their motivation to achieve. A content analysis of the subjects' responses showed a relatively low mean score of 2.19, S.D=26.

These results led to an examination of the language texts used to teach English in the Philippines. The texts showed very little evidence of achievement imagery. As a consequence this study offers suggestions to future textbook writers and educators for including material that might stimulate achievement oriented behavior and, in turn, be influential in the development of the country's economy.

15. CONRAD, Christine Arline. The Cloze Procedure as a Measure of English Proficiency. Chairman: J. W. Oller.

This study investigated the feasibility of using the cloze procedure, essentially a paragraph reconstruction exercise, to measure English proficiency of foreign students. Three questions were raised: Can cloze tests distinguish levels of performance between native speakers of English and foreign students? Can cloze tests distinguish levels of proficiency among groups of foreign students? Do cloze test scores correlate significantly with scores obtained on various parts of a traditional type of English placement examination?

A college-level cloze passage of 350 words containing 50 blanks was given to 5 groups of foreign students and 2 groups of native speakers, who were instructed to write in the deleted words. Results were subjected to Analysis of Variance and Duncan's New Multiple Range Test.

The results confirmed all predictions made at the outset. The cloze test distinguished performance significantly between native speakers and beginning and intermediate foreign students. Foreign students in advanced English classes and beyond did approximately as well as

the control group. The mean scores of the three levels of English classes ranked the foreign students in the same way as the UCLA ESLPE.

To test the validity of the cloze procedure, cloze scores for 35 subjects were correlated with scores obtained on five sections of the UCLA ESLPE. The overall multiple correlation coefficient was .88. High correlations were found with the Reading (.80) and Dictation (.82) sections. As these two measure overall skills, it was concluded that the cloze technique is also a good measure of language proficiency. The range of scores within groups, however, indicated that the cloze passage used in this study lacked the precision to measure individual differences.

16. DAY, Conley Colleen. The Listening Process: A Rationale for Pre-listening Instruction. Chairman: P. Ladefoged.

This study is concerned with the teaching of listening as a subject matter area in a second-language curriculum. The hypothesis is that training the student to apply specific listening strategies to both speech and nonspeech sounds (i.e., to the structure of sound itself) will develop the auditory modality as a tool for learning, particularly for learning the new language.

The objectives of the study are to devise a rationale, and provide examples of an application of that rationale, consistent with the overall rationale of a total curriculum in which all the senses are considered potential learning modes. In accordance with the overall rationale, it is assumed that students, who in addition to acquiring a mastery of the structure of the subject matter (sound), acquire supportive habits and skills for using the knowledge gained, will learn to use the auditory modality as a learning tool.

Literature on acoustic phonetics is surveyed to specify the structure of sound. Literature on teaching listening, both in the first and in the second language, is reviewed and found inadequate to specify supportive habits and skills--termed here <u>listening strategies</u>--necessary to make listening a productive learning mode. On the assumptions that (1) learning strategies transfer across sensory modalities, and (2) listening and reading are both decoding functions of communication, research in visual perception and reading is investigated for insights into specific auditory perceptual and listening skills. Parallels drawn between visual and auditory perceptual skills are substantiated, and <u>listening strategies</u> defined, by interpretation of experimental research in auditory perception.

The research on reading indicates that certain visual perceptual skills precede reading for meaning (in the sense of comprehension and recall), and that these skills should be taught in a pre-reading program. The analogy is drawn that certain auditory perceptual skills precede listening for meaning (in the sense of comprehension and recall), and should be taught in a pre-listening program. On the basis of the research, a rationale is devised for a pre-listening program. An application of the rationale is suggested for Navajo-speaking six- and seven-year-olds in their first year of instruction in English.

The thesis lays the groundwork for future research in the following areas:

1) implementation of pre- and post-tests on the proposed application
2) revision of the proposed application with emphasis on making the proposed listening strategies known to the learner
3) investigation of the strength of any implications regarding the university of the proposed rationale by experimenting in its use with students of other age groups and language families
4) development of a rationale and possible applications for listening curricula whose focus is comprehension in the new language.

17. GOSAK, Alice Joeine. Developing Criteria for Evaluating English as a Second Language Reading Material. Chairman: L. McIntosh.

Although the subject of readability has received much attention in the first language situation, little has been done to examine the readability of materials in English as a Second Language. This study attempts to set down guidelines not only for the materials writer but also for the teacher or administrator who must select reading materials for their students.

A review of materials dealing with readability in both first and second language situations gave rise to some suggested guidelines for use in judging second language materials. These guidelines are only tentative, for they need re-formulation as more information about the unique problems of second language reading are discovered.

A readability formula, adapted from those of Rudolf Flesch, was applied to four readers currently being used in English as a Second Language courses at the University of California, Los Angeles. The findings

in this study suggest that until the formulae are subjected to experimentation, their use is limited in second language investigations.

This study then has laid the groundwork for what should prove to be extensive investigation of the many problems surrounding the writing and selection of reading materials in second language situations.

18. HENSLEY, Gloria Anne. Black High School Students' Evaluations of Black Speakers. Chairman: E. R. Hatch.

The purpose of the study was to examine attitudes which black high school students hold towards other black persons when they speak standard English (SE) and when they speak Black English, i.e., non-standard Negro English (NNE).

Wallace Lambert's attitude studies were used as a pattern for this study. Bidialectal speakers of SE and NNE were found and recorded in both guises. Traits to be used in evaluating the speakers were obtained from a group of students similar to the ones tested. Rating sheets composed of the traits arranged in semantic differential form were used in eliciting the attitudes of 120 black high school students. Responses of 76 of the students were analysed using analysis of variance.

The analysis revealed an overwhelming preference for speakers of SE, even though the students tested were mainly speakers of NNE. Three reasons for the results were given. First, the context of the experiment, a school situation, may have influenced the subjects. Secondly, the traits may not have corresponded to the subjects' experience, thus limiting their responses. Finally, the subjects may indeed reject Black English, and accept the values of the dominant culture in this area.

19. MALSTEAD, Roger Henry. Measurements of Ethnocentrism Among Teachers of Minority Students: A Pilot Study. Chairman: J. W. Oller.

The purpose of this study was to investigate the correlation of several attitude measurements ethnocentrism. Two direct measurements (The California E-Scale; Minorities and Patriotism Sub-Scale and the Semantic Differential) and two indirect measurements (The Dogmatism Scale and the Information Survey) were administered to thirteen teachers of Spanish surname students

in the East Los Angeles area. The results indicated that the two indirect measurements correlated with each other. The others neither correlated with each other nor the indirect measurements. Low correlation may be due to failure to control the variable of social desirability. Subjects appeared to be able to consciously control their responses in order to present a more favorable image of themselves, or because the implications of their prejudiced responses might not be acceptable in their role as teachers of minority children. In place of a single attitude measurement, further research might employ several instruments for assessing ethnocentric attitudes.

20. MORENCY, Marguerite. Political Orientation in Quebec and Achievement in English. Chairman: C. H. Prator.

The present inquiry conducted in 1970 was undertaken to find out whether the unstable political climate in Quebec could interfere with the progress of the adolescent French-speaking Quebeckers learning English. It was hypothesized that there would be a negative correlation between the students' achievement in English and their separatist orientation: that is, that the students who entertained separatist convictions would not succeed as well in learning English as those who held a more federalist attitude.

The inquiry was made by means of a questionnaire distributed to grade eight and eleven boys and girls attending four French high schools in Quebec City. Students chose among seven propositions, going gradually from a firm federalist attitude to a definite separatist option. The students' IQs and English grades taken from a recent test were the measures used.

The data from 279 students was retained for analysis. It revealed that eighth-graders held a federalist attitude, that eleventh-graders showed some shifting towards separatism, that boys were slightly more independentist than girls.

The Spearman Rank Order correlation of English grades with separatist tendencies was calculated for the variables of IQ range, grade and sex. The results did not support the hypothesis: eighth-graders, except those whose IQ was higher than 120, showed a moderate tendency in the other direction: students with more independentist convictions succeeded better in English; for other students, no definite pattern emerged.

In conclusion, separatism did not appear to interfere with achievement in English among adolescent French-speaking Quebeckers.

21. PART, Susan Ann. Reading Attention Focus: Stress. Chairman: E. R. Hatch.

Fifty-four university level Subjects were tested in a cross-out experiment to determine if stress is significant in reading performance. The Subjects fell into three groups of 18: foreign students in an elementary English class, foreign students in a more advanced class, and native speakers of English. Two reading passages for intermediate learners were selected, each containing about 440 words. The Subjects read the passages rapidly and for understanding, and simultaneously cross-out a designated letter in each passage. The letters were a and o. It was hypothesized that, because scanning is influenced by what is known of the stress patterns of the language, the native-speaker would cross out more letters which occur in stressed syllables than either group of non-native speakers, and that the more advanced non-native speaker would cross out more than the beginner. The group-stress interaction was significant as predicted. It was also found that all groups crossed out a higher percentage of stressed letters than they did unstressed letters. The letter o was crossed out more often than the letter a by all the subjects in almost all cases. This was explained as a result of the unique shape of the letter o.

22. POLIN, Pamelia Gwendolyn. Reading Attention Focus of Foreign Students. Chairman: E. R. Hatch.

Twelve beginning and twelve advanced-level foreign students, and twelve Anglos served as Subjects in an experiment designed to see if variations in performance on a cross-out test would be obtained. Subjects were asked to search through a reading passage, crossing out certain letters. Designated letters that remained uncancelled were then analyzed. It was hypothesized that beginning-level Subjects would pay more attention to function words, while the other groups would focus more attention on the content words. To further test acoustic scanning, letters were included for cancellation which appeared both as single graphemes and as 2-letter units. For example, given the letter n in pin, they would cancel it, but not the n in ping where it is a part of the o unit. Conversely, it was predicted that foreign students would mark letters in 2-letter units as frequently as single-letter examples. The letters cancelled were e on passage 1, and c, both as a single letter and part of the unit ch, on passage 2.

Significant differences were obtained for the

three S groups. The Subject-Word Type interaction showed that beginning Subjects attended word-by-word to the passages, crossing out letters as they occurred; advanced Subjects marked fewer letters in function words than the beginners but crossed out as many in content words. Anglo Subjects ignored function words, attending primarily to stressed syllables in content words.

Letter Type was also significant with Subjects marking more e's and c's than ch's. Furthermore, beginning Subjects were more likely to mark c's in ch units than were either of the other two groups.

While less proficient readers attended word-by-word and perhaps letter-by-letter, Anglo readers moved directly to major stress points, marking only the letters at these points. From the data it seemed that stress is the factor involved in reading attention focus. Experimental data on the effect of training in reading by stress groups is the logical next step for further studies.

23. REDDING, Elcho Zaire. English Article Usage by ESL University Students, the Correlation of Article Usages with other English Usages and Skills, and the Comparison of Article Usage between Students of Different Language Groups. Chairman: J. W. Oller.

This thesis is concerned with research in three basic problems: (1) the ESL university student's knowledge of the usage of articles, Ø (The null or zero article), a, an, and the, (2) the effectiveness of article usage as a predictor of other English usages and skills, and (3) the comparison of article usage by students whose native language contains articles and students whose language does not. The subjects were 120 university students from 45 different countries, representing 29 different languages. A test of article usage revealed that the indefinite article was the least well known with a mean difficulty of 66 percent on a scale from 0 to 1; the definite article was next at 70 percent; and Ø was the most well known with a mean difficulty of 74 percent. It was found that the multiple correlation between the subject's knowledge of article usage and other English usages and skills was .88 ($F = 101$, $df = 4/115$, $p < .01$). Subjects whose native language contained articles performed better on a test of article usage ($F = 8.33$, $df = 1/118$, $p < .01$), and on a general test of English usages and skills including vocabulary, reading comprehension, grammar, and dictation ($F = 4.92$, $df = 1/118$, $p < .05$), but did not score significantly higher on a separate grammar test. The scores were plotted on scattergrams and 15 subjects who deleted

large sections of the test were excluded. The remaining subjects fell into eight language groups. With the articles scores adjusted by the grammar section of the UCLA English as a Second Language Placement Examination (ESLPE) as covariate a multiple range test yielded three homogeneous subsets each significantly different from the others: Germanic, Semitic, Romance; Sino-Tibetan, Indo-Iranian; and Slavic, Korean, Japanese ($F = 42.89$, $df = 7/95$, $p < .001$). Article scores adjusted by the total scores on the UCLA ESLPE revealed five homogeneous subsets of which the Sino-Tibetan and Romance subset was the most noteworthy because the Romance languages have articles, but the Sino-Tibetan languages do not ($F = 37.90$, $df = 7/95$, $p < .001$).

24. ROSS, Victoria Lynn. A Survey of Attitudes of Teachers in Indianna toward Migrant Children. Chairman: J.W. Oller.

The purpose of this thesis is to survey and partially define the attitudes of teachers toward non-migrant and migrant students, making a comparison between the two findings.

The subjects for the study were elementary school teachers in thirty-eight Indiana schools that had a sizeable number of migrant students enrolled during some part of the regular school year. Each teacher received by mail a booklet which contained questions to elicit demographic data concerning the teachers, a semantic differential on the concept, 'Non-Migrant Students', and a semantic differential on the concept, 'Migrant Students'.

The results did show a significant (.001) difference in attitudes toward the two groups of students.

25. SMOLINSKI, Francis Peter. The UCLA Certificate Program in Teaching English as a Second Language: A Study of Teacher Training. Chairman: R. N. Campbell.

Alumni from UCLA's post-graduate Certificate Program in Teaching English as a Second Language were surveyed by means of a mailed, written questionnaire as to their evaluation of the Certificate Program. The questionnaire elicited information from the respondents before entering, while attending, and after leaving the Certificate Program. The alumni responses were analyzed and were used as a basis for investigating this question: do the objectives and methodology of the TESL Certificate Program correspond to the professional and felt needs of the alumni?

At a general level of assessment, the alumni reacted fairly positively to the Certificate Program. The Program had been of value in making them better qualified teachers, in securing employment, and the like. It was also found that the Program had been instrumental in exerting changes on them, professionally and personally.

However, at more specific levels, there was less than favorable assessment of aspects of the Program. There was considerable diversity of opinion among the respondents as to what they believed to be the strengths and weaknesses of the Program. The faculty was thought to be the outstanding strength. An imbalance by an over-emphasis of theoretical aspects at the expense of practical and applied aspects was considered to be the major weakness.

The personal professional objectives of alumni did not consist solely of teaching ESL, but would include other facets such as teacher training, materials development, and similar ESL specialist activities. The occupational goals that the Certificate Program was most likely to satisfy did not agree with what respondents believed to be their personal professional objectives in attending the Certificate Program.

Respondents rated courses along a number of dimensions: "usefulness", "enjoyability", "success in achievement of course objectives", and others. Only two courses, Methods in Teaching English as a Second Language (English 370K) and Introduction to Linguistics (Linguistics 100) were rated fairly consistently as the two top courses in the Certificate Program. The other seven courses in the Certificate Program were deemed to be in need of revision and improvement, especially Supervised Teaching (English 380K), Advanced Composition for Teachers (English 106K), and Electives.

26. SMOLINSKI, Lois Kreul. Foreign Language Aptitude in Children: An Investigation of Current Theory and Research in Interrelated Disciplines.
Chairman: J. W. Oller.

A survey of the literature on research and theory related to foreign-language-aptitude testing for children, aged about four to eight, was made. An annotated bibliography listing 144 sources was complied from the disciplines of English as a Second Language, Child Development, Psychology, Linguistics, Psycholinguistics, and Education.

A discussion of some of the research in adult and older-child foreign-language-aptitude testing, related aspects of child development, and possible factors of

foreign-language-aptitude and other achievement predictors in younger children, was provided.

It was concluded that a foreign-language-aptitude test for younger children could be constructed, depending upon the results of further experimentation with potential factors drawn from the adult-aptitude tests, and with test controls drawn from child behavior research. The potential foreign-language-aptitude factors were determined to be short-term memory, auditory comprehension, and phonetic and grammatical flexibility. The controls thought necessary involved matters of literacy, native-language syntax, interest, and concentration.

27. STROP, Paul John. A Study of Four English Modals in Engineering Textbooks and Implications for Material Preparation. Chairman: L. McIntosh.

Four English modals--can, could, will, would--selected for high frequency of occurrence--were surveyed in engineering textbooks. Their use in this register was studied in detail to determine whether foreign students studying technical subjects would need special instruction beyond that offered in regular ESL classes in order to comprehend the meanings and uses of these modals in technical textbooks.

The use of the four modals in engineering textbooks proved significantly different from their use in ordinary spoken language; thus, students studying in this field need specific instruction in the language of the technical register if they are expected to understand their chosen field of study.

Presentation of these four modals was examined in the ESL textbooks currently in use at UCLA to determine whether the usage there corresponded to the needs of foreign students studying a technical subject. It was found that these textbooks emphasize oral forms of the language and neglect the specific skills needed by students studying in technical subject areas.

It was recommended that advanced classes of English as a Second Language be divided on the basis of the particular area of interest; and that the syllabus written for each particular group should contain the specific language items needed by that group if they are to comprehend the texts and lectures of their major field.

This study provided a description of a portion of the language used in the technical register. Future studies surveying language use in this area will complement the findings of this study and provide additional information that will help improve English language instruction for foreign students studying technical subjects.

28. TIAWPHAIBUL, Chitra. A Study in Determining Cultural Content: "How Thai Students See America". Chairman: R. N. Campbell.

In an attempt to determine those aspects of the American way of life that most need to be explained to Thai students in Thailand, particularly, the aspects that a Thai might react to negatively because of the clash with Thai customs and beliefs, a study was conducted on Thai students enrolled in American educational institutions in 24 states during the academic year 1969-70.

The principal method of inquiry was a questionnaire printed in Thai and mailed to the students, a total of 75.5 per cent of the questionnaires were returned.

The results of the survey revealed:

a) That there are many things about American life which must be explained to future Thai students before they come to America to enhance their chances of making a good adjustment.

b) That there are many things in American life which are very much liked, disliked or misunderstood about American customs and habits. Accounts of many crucial personal experiences with American people were obtained and the students' attitudes resulting both from such experiences and from their several impressions were, for the most part, not unfavorable. In the majority of cases, in fact, their views were quite favorable, even when compared to traits thought to be typical of Thais, toward which they could, of course, be expected to have a natural bias.

c) That there is no predictable way of determining any individual Thai attitude toward any specific aspect of American life, no matter how different it is from the corresponding aspect of Thai life.

The findings of this survey should prove useful to many persons, both Thai and American. It is clear that there is much that the American people can gain by seeing their country through the eyes of friendly foreign observers living with them. The application of this knowledge might be helpful in better preparing Americans, like Peace Corps Volunteers planning to go to Thailand, for their own cross-cultural experiences.

29. VAN DE MOORTEL, Richard Charles. TEFL in Tunisia: A Sociolinguistic Perspective. Chairman: C. H. Prator.

This study attempts to critically assess the "raison d'être" of a language program in the light of its larger context--specifically, in the light of the educational system in which it must function and the

society which it purports to serve. The program in question is the Tunisian secondary school EFL program put into effect under a recent educational reform, one of the objectives of which was to adapt the school system to national realities. The question under investigation in this study is the following: to what extent does the "Tunisian context" justify the current program, particularly its scope?

Four of the most important aspects of this context are taken up:

*the history of Tunisia's language situation, its current state (including the position of English) and problems;

*the evolution of Tunisia's educational system from colonial times through two post-independence reforms, with particular emphasis on the problems of the system and efforts to cope with them;

*the government's language policy vis-a-vis English as well as Arabic and French, particularly in education;

*the crucial question of student "felt-need" for English, information about which was obtained by means of a composition assigned in French classes.

A concluding chapter is devoted to a critical examination of the direction of the changes instituted by the new reform in the light of the study's findings, and to the formulation of various recommendations for bringing the program into better perspective within its larger context.

30. WRIGHT, Ginny Ann. A Study of the Relationship Between Production and Perception in the Learning of New Sounds in a Foreign Language. Chairman: P. Ladefoged.

An experiment conducted at the UCLA campus during the fall quarter of 1969 attempted to investigate the role of production and perception in the learning of new sounds in a foreign language. Does the ability to produce a new sound come before the ability to discriminate a new sound?

The major hypothesis was that for each of four new foreign sounds presented, a subject learns to discriminate one particular sound from three other sounds after he learns to produce that sound so that a native speaker can accept it as correct.

By means of a prerecorded, individually presented tape, sixteen American students were taught to discriminate and produce four initial stops of Hindi. The experiment consisted of eight cycles with each cycle divided into a learning period of two to six minutes and a testing period of three minutes. The testing consisted of a discrimination test and a production test.

Statistically significant results were found between the production and discrimination tasks and for the tasks over the eight cycles. Sound type was the single most important variable. It influenced the subjects' responses to the two tasks. Confusion matrices of subjects' discrimination scores pointed out that there were difficult discrimination pairs.

The subjects learned to discriminate two of the sounds, but did not improve in their production of any of the sounds so that any noticeable learning in the production task seemed to take place.

This study did not find sufficient evidence that correct production of new sounds precedes correct discrimination of them.

Further studies involving other sounds and other formats are necessary in order to test the hypothesis and to investigate further the sequence of skills.

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31. BECK, Thomas Emil. Ethiopa's Kafa Province: Realities of Language Use and Imperatives for Language Policy. Chairman: C. H. Prator.

Ethiopia is a predominantly agricultural country, yet its schools are quite academic in tone. This has resulted in conflict between traditional society and the schools. This study sets out to discover the realities of language and life in one province of Ethiopia, and to present suggestions, even imperatives, for making the schools more relevant to the public at large.

Various sorts of realities are presented to show how language and culture are changing in the area. First, the social institutions of various ethnic groups are examined as a necessary foundation for any changes in traditional society. Second, a theoretical model of language contact is constructed, to aid the language policy-maker in understanding what phenomena to expect in a period of growing bilingualism. Third, actual language use in Kafa is examined, through the author's experiences there and through data from a recent survey. These viewpoints reveal dangerous linguistic and social divisions, particularly between urban and rural areas.

All of these realities make it clear that the schools must be radically changed if Kafa is to progress. The last chapter thus argues for emphasis on agricultural education and other more practical subjects, for the de-emphasis of English in the schools, and for a whole re-evaluation of such concepts as "modernization" and "development".

32. BROUSSARD, Neonetta Cabrera. The Spelling Errors of Mexican-American High School Students Tested at UCLA. Chairman: E. R. Hatch.

The purpose of this study was to find out what sounds in American English are commonly misspelled by Mexican-American high school students and what spelling patterns are giving these students special problems. Four hundred eighty seven essays written by 487 Mexican-American high school applicants to the High Potential Program at UCLA during the school year 1969-70 were surveyed for spelling errors.

The frequency and percentages of occurrence of English sounds indicated in the Hanna et al study was compared with the frequency and percentage of occurrence with which these sounds were misspelled. Given the total frequency of each phoneme in both studies, the percentage of occurrence of each phoneme in relation to all the other phonemes of the same classification (i.e., either vowel or consonant) was determined. They were ranked in terms of frequency from the most to the least frequent. This study resulted in a list of the first ten most frequently misspelled vowel sounds and a list of the first ten most frequently misspelled consonant sounds. These lists indicate what sounds in English should be taught and given special attention in preparing a spelling program for this particular group of students.

The frequency and percentage of occurrence which each phoneme-grapheme correspondence (or spelling pattern) attains in comparison with all the other graphemic options for a given phoneme indicated in the Hanna study (Tables 7 and 8) was compared with the frequency and percentage of occurrence of each misspelled phoneme in this study. The percentage of occurrences of each phoneme-grapheme correspondence attained in comparison with all the other graphemic options for a given phoneme-grapheme correspondence in both studies were compared and classified in terms of the following categories: Category A contains spelling patterns with <u>high</u> percentage of occurrence in English and <u>high</u> percentage of spelling errors: Category B contains spelling patterns with <u>low</u> percentage of occurrence in English and <u>high</u> percentage of spelling errors. Category C contains spelling patterns with <u>high</u> percentages of occurrence in English and <u>low</u> percentage of spelling errors and Category D contains spelling patterns with <u>low</u> frequency of occurrence in English and <u>low</u> percentage of spelling errors after each spelling pattern was compared and evaluated a list of spelling patterns for each of these categories was determined. A detailed listing of all the spelling patterns for each category together with an alphabetical list of words representing each pattern is provided in the Appendix.

Implications of the study and recommendations for further research were also made.

33. DIEN, Ton That. A Measure of Language Competence Using the Cloze Precedure. Chairman: J. D. Bowen.

The purpose of this study was to investigate the applicability of the cloze procedure as a measure of language competence. Three questions were raised (1) Is there any significant difference in the results between cloze tests given in the form of an original text and in that of a translation? (2) How well does the cloze procedure distinguish between a group's competence in their native language and in a foreign language? (3) Can cloze tests reveal problems of foreign learners?

Seven cloze passages of 40 items each were given to 12th grade students of three different language groups: American, Thai, and Vietnamese. The seven passages were also in three languages: English, Thai and Vietnamese.

It is found that relatively similar results were obtained from the tests given in the form of either an original text or a translation. The American subjects got a mean score of 37.2 for the original passage, and an average of 35.2 for the translation passages, whereas the Thais got 24.6 for the original passages and 23.6 for the translations, and the Vietnamese got 26.0 and 27.0 respectively. It is also found that the cloze passages distinguish fairly well between a group's competence in their native language and in a foreign language. The Thais got an average mean score of 33.8 for the Thai passages, and 14.4 for the English passages respectively. Finally, the data proved that the cloze procedure did reveal several language problems of the non-native speakers. Table V shows that both the Thais and Vietnamese had difficulties with English adjectives, verb forms other than 'be', adverbs, and prepositions.

34. DUDLEY, John Wallace Jr. Testing American Indian Perceptions of English. Chairman: C. H. Prator.

University English examinations place American Indians at low levels of proficiency. Not often measured is the high degree of receptive competence most Indians have developed through their sociolinguistic heritage. Thus a test was designed in which culture and learning

styles could contribute to a more accurate picture of Indian capabilities in English.

The Perception Test contained 100 sentences written by Anglos whose first language was English and by Indians with a tribal mother tongue. Responding to sentential indications of linguistic interference, subjects assessed the grammaticalness of each item. This perceptual differentiation design evaluated the extent to which an Indian's language experiences and observational abilities have developed his competence in English.

Ninety-one Sherman High School Indians, 20 UCLA Indians, and a control group of 40 Anglos participated in the test. Education, first language, time of learning English, and tribal language proficiency were all found to be correlated significantly with test behavior. Although large test-performance differences obtained between Anglos and Sherman Indians, there was a surprisingly small separation between UCLA Indians and Anglos.

Subject and item perception Test reliability was .91 and .93, respectively, and over-all performance showed that this test gave American Indians a better opportunity to demonstrate capacities in English unmeasured by the majority of university examinations. Further research, instructional implications, and Perception Test/UCLA-ESLPE complementation are also discussed.

35. GARCIA, Ernest J. A Synthesis of Current Research in Mexican-American Education. Chairman: J. D. Bowen.

In an attempt to explore possible solutions to educational problems facing Chicano students, to report the conclusions of relevant studies and to critically evaluate and appraise the literature on the subject of educating the Mexican-American, a synthesis of current research in Mexican-American education was undertaken.

The study covered four areas: social-class and equality of educational opportunity; language and culture; bilingual-bicultural education; and teacher expectation.

The results of the study consistently manifested that the Chicano student is faced with problems both in and out of school. It was established that equality of educational opportunity, one of the most immediate problems facing the typical lower-class Chicano student, is directly related to such things as student-teacher ratios, teachers, salaries, classroom footage per pupil, school racial composition, and teachers' social class.

The findings of this investigation should prove useful to many persons, particularly school principals, administrators, and teachers who are directly responsible for the type and quality of education that Chicano students receive.

36. GEE, Barbara Ann. Coordinate Instruction in English Language Skills and Geography. Chairman. L. McIntosh.

A set of twelve lessons was written based on the theory that English language skills can be acquired and reinforced through coordinate instruction with a content subject. At the same time the student was expected to acquire knowledge of those concepts and skills taught in the content subject - in this case, geography. By combining instruction in English and geography, the language skills were not taught in isolation but in a useful context.

Experimental studies pertinent to this thesis were reviewed. However, there has been little in the way of scientific experimentation to support the hypothesis that there is both acceleration of language learning and acquisition of skills and concepts in a subject area when a second language is used as a medium of instruction.

The materials for this project consist of twelve lessons based on a social studies text. They are intended for use with upper elementary and junior high school students studying English as a second language at the intermediate level of ability, students who have completed the beginning year of instruction in English as a second language. They are written for a general audience and not for a specific language group.

The materials were field tested in three elementary and three junior high school classes. Most of the subjects were native Cantonese speakers, although a variety of native languages was represented in the study. Pretests and posttests were constructed to cover English language structures and geographic concepts and map skills taught in the lessons. The tests were completely oral and, thus, not dependent upon the student's reading ability.

No statistical analysis of the data could be made because the posttest sample was inadequate. Because of this, there is no proof that the linguistic objectives of the lessons were achieved. However, the data do substantiate the claim that the geographic concepts and skills listed as objectives were taught through use of the lessons.

37. GLASSER, Lillian Jean Kramer. Traditional Teaching and Learning Among the Hopi Indians. Chairman. E. R. Hatch.

This paper is an effort to familiarize teachers of Pueblo Indians, of whom the Hopi Indians are one representative, with the teaching and learning styles of their pupils and the values and premises upon which they base their behavior.

It is an investigation into the socialization practices of the early years, what is important for the child to learn, learning through play, who the teachers and disciplinarians of the society are, the extent of the use of language in teaching, the initiation ceremony as a teaching tool, and the education of the professionals of the culture: priest and medicine man.

Differences in values between Pueblo and Anglo culture are discussed as well as sociolinguistic and semantic barriers, and barriers to learning resulting from contact with the white man.

The data was based on autobiographical material, anthropological data, and personal observation.

Subjective analysis of the data suggests that the problems of the Pueblo child in the school setting do not arise so much from methodological differences, as they do from differences in quality of contact with his teachers, between the home setting and the school setting.

Anglo teachers of Indian children may develop better classroom rapport if they have not only an understanding of the customs and beliefs of their students, but also an emotional appreciation of their individual students and the world-view in which they developed.

38. GOLD, Marc Steven. Teaching Strategies For Use in the ESL Class and in ESL Texts. Chairman: J. D. Bowen.

It happens, unfortunately, that much of language instruction is carried out in complete disregard of what gives human communication its unique communicative potential. The result has been an undiminishing onslought of sterile methodologies that teach as though human beings were computers designed to feed back grammatical sentences much as unthinking sentence-generating pieces of machinery. What is needed, instead, are a language--that is the challenge; to discover it, to describe it, and to teach it. And the learner who acquires this knowledge about anotherlanguage has acquired a most important insight into its character, approaching very closely an aspect of native-speaker linguistic competence that has as yet been impermeable to analysis--precoding activity.

The nature and importance of this linking system and a manner of discovering and teaching it, will be the central concern of this thesis. It is hoped that by reading this thesis and carefully observing the examples that are given, the reader will understand and acquire the respect due this area of human communication, to the extent that he might attempt to create more powerful ESL instructional products based upon it.

39. HAKKINEN, Elisabeth Anne. Rationale and Criteria for Use of Songs and Rhymes for Children Learning English as a Second Language. Chairman: L. McIntosh.

This study explores the viability of songs and rhymes as a tool for teaching English as a second language to elementary school children. Support for use of these materials is established by discussion of both linguistic and extra-linguistic factors. After their role in language teaching has been demonstrated, some classroom uses and pedagogical suggestions are given along with a skeleton lesson plan. Extra-linguistic and linguistic criteria for the choice of materials found in the appendix.

The study was compiled from a variety of sources including English as a Second Language and foreign language materials and texts; works in elementary school language arts, music and speech; speech correction, choral speaking and children's literature texts, as well as the writer's personal experience teaching Spanish-speaking children English in the Los Angeles City Schools.

40. HUANG, Joseph S.P. A Chinese Child's Acquisition of English Syntax. Chairman: H. B. Arthur.

A 5-year-old Chinese child learned English as a Second Language from February 2 to June 5, 1970, at a West Los Angeles, English-speaking nursery school, where there is only random, rather than structured, presentation of English. The data were collected from two main sources: daily close observation at the nursery school, and weekend recording sessions. The data collection was aimed at the child's comprehension (including utterances supposedly addressed to him, his verbal and non-verbal responses), as well as his self-initiated utterances.

The data show that the child had two major learning strategies: he could use a well-formed sentence

which he had learned as a single unit through mere imitation, and he could combine, in his own way, words he had learned to make an original sentence, namely, the strategy of sentence imitation and the strategy of his idiolect syntax.

It seemed that he tended to figure out the meanings of English utterances in terms of his first language, but there was no evidence that he depended upon his mother tongue in learning English syntax.

His performance has the characteristics both of that of a child learning his first language, and of that of an adult learning a Second Language.

41. INAL, Nevin. Testing Knowledge of Prepositions by Using the Cloze Procedure. Chairman: J. W. Oller.

This study investigated the use of the cloze technique as a test of proficiency in English preposition usage. Four questions were asked: (1) Can a cloze test be constructed which is feasible, reliable, and valid by deleting only prepositions from a passage of prose? (2) Are the responses of the students with the same native language background different in distribution from the responses of students from a variety of language backgrounds? (3) Are responses from a group of students with the same native language background predictable on the basis of contrastive analysis? (4) Will a cloze test of English prepositions be of useful diagnostic information concerning trouble spots for non-native speakers?

A cloze test was constructed over a prose passage by deleting every other preposition (including prepositions used as verb particles or adverbs). This passage with 50 blanks was given to three groups: I. Native speakers of English, II. Native speakers of Turkish, III. Foreign students from mixed language backgrounds. Means and standard deviations for the three groups along with Kuder-Richardson (20) reliability coefficients were computed. The test was reliable for both groups of non-native speakers at above .90 for subjects and above .80 for items. Frequency distribution and item analysis were carried out for each group. As a further check on the relative distribution of responses for Group II and III, Spearman's non-parametric correlation was computed for the rank order of items by difficulty for each group. The efficient correlation was .61 significant at $p<.001$.

To check the validity of the cloze test, Pearson product-moment correlation were computed for the cloze scores and with the part and total score of ESLPE, UCLA. The significant correlation (.75) with the total score supports substantial confidence in the cloze technique as a measure of ESL proficiency, especially grammatical

competence. Partial coefficients were also computed revealing a significant connection with grammar.

A traditional test item analysis of discrimination indices revealed a significant contrast between speakers of one language background and speakers from a variety of native language backgrounds. A significant percentage of the responses of one language background were predicted by a contrastive analysis. A still larger percentage of responses of non-natives conformed to the native speaker norm. An analysis of cloze responses is believed to be a useful diagnostic tool with application in the teaching of ESL.

42. KAWAI, Keiko. A Contrastive Study of Tense Systems in Japanese and English. Chairman: J. D. Bowen.

This study compares and contrasts the verb forms of two languages, English and Japanese. Hopefully, the result will contribute to the solution of problems of second-language learning on the semantic or basic conceptual level, where utterances are precoded, a skill that is especially difficult for Japanese students learning English. Also, it should help the teacher and textbook writer, clarifying terminologies and conceptualizations of time reference in English as compared to Japanese.

The research problems are:

(1) How does the English tense system work?

(2) Does Japanese have a tense system or does it basically organize its time relations in terms of an aspectual system?

(3) What are the specific differences in English and Japanese conceptualizations of time reference?

(4) Will a componential comparison of the two languages usefully identify and explain points of difficulty, with implications for foreign-language teaching in Japan?

The findings are:

(1) The so-called 'present' tense marker -u-ru and 'past' tense marker -ta-da are in fact aspect markers in Japanese.

(2) Japanese clearly marks perfect and imperfect aspect, while English is not always marked.

(3) Japanese students experience difficulty selecting from among verb forms that refer to different axes of orientation.

(4) Likewise, they have trouble observing co-occurrence requirements between time adverbials and verbs.

43. KIEDAISCH, Marisa Andreani. Preparing ESL Students for English Composition. Chairman: L. McIntosh.

This thesis presents a series of structure exercises for teaching some basic pre-composition writing skills to students at the intermediate language developmental level.

Eighteen short reading selections are used as the means for teaching vocabulary and grammatical structures in context and for eliciting correct responses to facilitate comprehension.

Each reading selection makes use of a number of sentences containing a specific grammatical structure to illustrate its use in context. In addition, each reading selection serves as a model upon which indicated transformational steps are applied by the student in his writing exercises. For each point of grammar there is a corresponding written exercise. More than one step can be applied to each passage to provide for individual differences in ability and rate of learning. Furthermore, each step can be used with different passages to provide for additional practice as needed.

The following are the steps developed in this paper:

1. Copy
2. Substitute word
3. Change to plural
4. Feminine/masculine
5. Supply synonym
6. Change to past tense
7. Change to future
8. Change to negative
9. Supply adjective
10. Supply adverb
11. Supply prepositional phrase
12. Reorder scrambled sentences
13. Conjoin with and
14. Conjoin with but
15. Subordinate with when
16. Subordinate with before, after, as soon as
17. Subordinate with because
18. Change direct to indirect speech
19. Change indirect to direct discourse
20. Change actor of the story to first person singular and/or give individual reaction in one or two sentences at the end of the sentence.

44. LESLEY, Tay. Bilingual Education in California. Chairman: C. H. Prator.

This study attempts to deal with the current confusion over the expression "bilingual education" and

to construct a practical definition of the term based on an examination of bilingual programs in a limited geographical area. The context chosen is California, and the study focuses on both the historical and actual aspects of the question. The historical, or diachronic aspect involves an examination of the origins of bilingual education in California and the evolution in state policy of a trend favoring bilingual education. The actual, or synchronic aspect concerns a study of current programs developed under the Bilingual Education Act and an attempt to classify these according to certain well-defined types.

The study is developed in the following steps:

1) an opening section (comprising Chapters I and II) introduces the problem and provides the necessary background to the study;

2) Chapter III treats the historical development of bilingual education in the state;

3) Chapter IV compares current bilingual programs under a variety of categories;

4) a final chapter is devoted to conclusions concerning the study of earlier and current programs. as well as to the discussion of a typology.

45. MARKS, Jane Lida. Interaction Analysis in the English as a Second Language Classroom. Chairman: J. W. Oller.

The purpose of this study was to describe teacher-student interaction in the ESL classroom by means of the Flanders ten category system of Interaction Analysis. This system describes teacher influence as indirect or direct, the former assumed to maximize the students' freedom to respond, while the latter influence tends to minimize that freedom. The two categories of student talk were interpreted as either manipulative or communicative, respectively, as these parameters were more relevant in describing the goals of ESL instruction.

To collect data for the study, two non-random visits to each of nine UCLA classes were made. These twenty minute observations took place in grammar-structure oriented classes. The tabulations obtained were processed by means of a comprehensive computer program which was designed to yield numerous indices which lend themselves to further interpretation, modification and research.

The overall findings of this initial study showed that while the percentage of total teacher talk was greater than that of total student talk, the percentage of indirect influence was higher than direct teacher influence. However, a glance at percentages and other included indices alone, affords no useful information

without the interpretation of each category and variable in relation to one another and in terms of each classroom situation. The concensus among the participating teachers indicated that future training of both observers and teachers in the Flanders system can provide useful insights as to goals vis-a-vis learning outcomes, and that through such feed-back, behavior change may take place toward more effective teaching.

46. MASON, Victor Walter. Language Competence as Measured by the Cloze Test. Chairman: J. D. Bowen.

The study sought to determine the utility of the cloze testing procedure as a measure of language competence, when applied to a homogeneous group of Thai speakers in both the Thai and English languages. A total of 122 twelfth-year students at two public Thai high schools were administered one Thai and one English cloze test each. The tests were administered by a competent Thai supervisor.

Independent measures of the validity of the cloze tests used in this experiment came from two sources: 1) grades from the students, standardized final English examination, and 2) administration of the same English tests to a group of 35 American high school seniors. The results were then compared with those obtained in a parallel study with a second experimental group, of Vietnamese high school seniors, conducted by Ton That Dien. One English cloze test was common to both studies.

It was found, first, that the idiosyncrasies of Thai orthography present significant problems for the construction and scoring of a cloze test prepared in that language. Second, the Thai students made many mistakes that could be evaluated at least partially by contrastive analysis. However, all three groups of subjects---Thais, Vietnamese and Americans---did comparably on cloze tests prepared in their respective native languages. Finally, although no clear superiority of Vietnamese over Thai subjects emerged from this study, it appeared, for many theoretical reasons, that Thais may have greater difficulties in learning English than do Vietnamese of similar maturity and educational levels.

47. MATEGEKO, Zacharie. A Contrastive Analysis of Parts of the English and Kirundi Tense Systems. Chairman:J.D.Bowen.

This study explores the basic syntax of the tense

systems of English and Kirundi. Kirundi, a Bantu language, is the national and official language of Burundi, Central East Africa. At the same time, the study focuses on the relationships between morphological forms of verbs and their underlying meanings.

The first part deals with the morphology of verbs in Kirundi. The functions of tenses are described in discussing the use of verbs in simple sentences; auxiliary verbs are examined with emphasis on the classification of primary and secondary (modal) auxiliaries.

The second part of the study views the forms of English verbs; it then considers the major verb inflections: third person singular, past tense, perfective, and imperfective, as they are used to signal different syntactic tenses in English. Finally, certain syntactic properties of auxiliaries are surveyed.

The third part of the study is a contrastive analysis of the use of tenses in the two languages, examining similarities and differences between the two systems and pedagogical problems implicit in the comparison, particularly those encountered by Kirundi speakers learning English, such as the use of the verb inflectional suffixes, the Present and Past tenses, etc.

48. PERKINS, Herbert Augustine. A Study of Teachers' Reactions Toward Speakers of the Black and the Standard Dialects of English. Chairman: E. R. Hatch.

This thesis discusses the educational disadvantage that lower-class students, especially black students, suffer because of the lower intellectual and academic expectations that teachers hold for them. It finds that one salient criterion that teachers use to establish levels of expectations for students is language.

The aim of the thesis is: a) to determine whether teachers display negative, stereotype attitudes toward speakers of black English, and b) to determine the interrelationship between teacher-background and teacher-judgments in respect to the language ability, scholastic ability, behavior, and future expectation of black dialect speaking students. This aim is realized through an experiment which called for teachers to listen to taped monologues of Negro black dialect and standard dialect speaking students and to rate them on language, scholastic behavior, and future expectation traits using a semantic differential scale. The data from the experiment were subjected to a T-Test and analyzed. The results showed that teachers had significantly different judgments of the speakers because of their dialect ($p. < .01$). Teachers who tended to be most negatively disposed toward the

black dialect speakers, who gave lower, less favorable judgments of them, were the male, the young, and the least experienced teachers.

49. SHEWAYE, Tesfaye. The Viability of the Vernaculars as Media of Instruction in Ethiopian Schools. Chairman: C. H. Prator.

Ethiopia is often considered one of the most underdeveloped countries in the world. In almost all categories of development---literacy, health, industry, and even agriculture---it stands far down on the list. Various factors, one of which is the education system, may account for such a deplorable state of affairs. The current education system of Ethiopia contributes little to the development of the country as it serves only a small segment of the school-age children, not the population as a whole. As a result, it has been observed that illiteracy is on the increase in Ethiopia.

Therefore, in order to stop this spread of illiteracy and to help the country develop, it is legitimate that education should be expanded to the rural areas. Such an expansion, however, suggests the need, among other things, for the use of vernacular languages as media of instruction. This thesis therefore attempts to explore the feasibility of using vernacular languages in education in Ethiopia by answering questions such as the following:

What is the general ethnic and political structure of Ethiopia?

Which are the vernaculars of Ethiopia and how varied are they?

What is the language policy of Ethiopia and how did it come to be adopted?

What is the current structure and organization of Ethiopian education and how is this affected by the language policy?

What are the issues involved in vernacular education?

Should or could Ethiopia adopt vernacular education?

50. STREET, John Harry. Readability of UCLA Materials Used by Foreign Students. Chairman: E. Rand.

This study investigates the readability of reading materials used in four levels of courses in the UCLA ESL program and compares them with a sample of materials that foreign students must read in regular university

courses. Levels of difficulty are predicted by means of a formula incorporating factors that have been shown to influence reading difficulty.

The IBM360/90 computer is employed in this study to collect and tabulate data and compute statistical functions. First, data (in the form or totals, means, S.D.'s correlations, etc.) is extracted from each key-punched reading sample, then the computer reveals characteristics of and relationships between texts and groups of texts.

In general, the UCLA ESL reading materials seem to be well suited to the task of preparing foreign students to read texts in their fields of study. Suggestions for improvements in and selection of ESL reading materials and recommendations for further research are made.

51. STROP, Joanne Clark. A Rationale for the Simplification of Literature for Use in ESL Classes and Simplification of "The Great Mountains". Chairman: J. F. Povey.

This study reviews the reasons for including literature in English as a Second Language program and discusses the problems involved in such teaching. It presents a rationale for determining some of the difficulties faced by ESL students when they attempt to read English literature and it established a procedure for removing some of the barriers to comprehension.

"The Great Mountains" from The Red Pony (1937) by John Steinbeck was simplified and the simplification was tested against the original using the cloze readability procedure. The average score on the simplication was 35.8% and on the original 21.3%. (A score of 44% on a cloze test is roughly equivalent to a 75% on a standard comprehension test.)

A collated version of the original and the simplification is presented for direct comparison.

52. TAYLOR, Joseph Alexander. Teaching English to Chicano Students: A Rationale for Change. Chairman: B. Arthur.

Traditional approaches of teaching English composition to Chicano students at all levels of instruction have failed to adequately improve the students' writing. This problem has its roots in the orientation of the public school system itself as well as in the educator's lack of knowledge of the Chicanos' linguistic characteristics and

lack of sensitivity for the contributions to be made by these students to the English classroom.

This thesis has evolved out of the writer's two and a half years of teaching English in the High Potential program at UCLA and involves the elaboration of seven principles which have been found to be particularly applicable to the Chicano student. It includes a discussion of the linguistic variation and educational background of the students as well as a study which indicated the extent of their recognition and production capacities with standard English. The final chapter describes the English curriculum used in the High Potential Program which incorporates the principles discussed.

The thesis has been written in the hope that other teachers, faced with similar classroom situations, might find constructive alternatives for the teaching of English and in the process become sensitized to the inherent contributions of the Chicano student.

53. TULLIUS, James Anthony. Analysis of Reading Skills of Non-native Speakers of English. Chairman: J. W. Oller.

The present study investigated the use of eye-movement photography as a measure of reading skills for non-native speakers of English. Fifty subjects were tested from the International Student Program at the University of California at Santa Barbara. The hypothesis tested was that non-native speakers of English would perform significantly differently than native speakers of English. The results showed that the average foreign student reads well below the native speaker in rate (words per minute) with comprehension. Two other surprising facts appeared from the data: (1) the average number of regressions for non-native subjects reading college-level material is insignificantly different from (and sometimes superior to) the college-level native speaker norm, and (2) the average duration of fixation is consistently longer than for native speaker norms. Subjects who had an Indo-European native language background performed somewhat better than those whose native language was Non-Indo-European. Subjects who learned English as a Second Language read significantly better than those who learned English as a foreign language.

54. VIANA-LOPEZ, Donaldo. The Development of Cultural Consciousness through Literature. Chairman: J. F. Povey.

This study investigates a procedure to teach culture to the Colombian EFL student. The thesis

proposed is that a student who is trying to learn the culture of the target language will best accomplish this by first becoming aware of the cultureal patterns of his own society. He will learn the foreign culture via his native culture. This proposition is supported by analogy to the fact that when learning a new language, the student has to become aware of the nuances of his mother tongue to learn those of the foreign one by contrasting the two languages. This avoids the tendency of the learner to carry his native linguistic patterns into the new language. The same phenomenon is observed with culture.

Two literary works were chosen. A novella by a Columbian author, Gabriel Garcia Marguez, "No One Writes to the Colonel," (1969) El Coronel No Tiene Quien Le Escribe (1961), and a novel by John Steinbeck, In Dubious Battle (1936). The analysis of the literary works presented in this study includes consideration of setting, theme, and plot. For the cultural analysis, four important aspects of culture were chosen: the psychological aspect, the economic aspect, the political aspect, and the sociological aspect. Comparisons of these aspects, as portrayed in the two literary works, were made, predicting the problems that the Colombian EFL student would have when studying the two literary works.

The method for using this analysis in the classroom consists of five steps to help the student gain awareness of his own culture and of the culture of the target language:

1. A literary work is presented to the student which is written in his own language by a Colombian to avoid the linguistic and cultural problems.
2. The same work is presented in the target language. The student focuses here on the linguistic difficulties.
3. A work from the culture of the target language is presented in the student's native language, Spanish. This work is written by an American. The cultural difficulties are encountered at this stage.
4. The work written by an American is presented to the student in English. The student now faces both the cultural and the linguistic problems simultaneously.
5. The student contrasts the cultural traits found in the Colombian novel with the ones found in the American novel.

55. WALLMARK, Joanne Marilyn. Sarcasm: An Analysis of and Suggestions for Teaching the Recognition of Sarcasm to Non-Native Speakers. Chairman: L. McIntosh.

This study analyzes sarcasm linguistically and contextually, and offers suggestions for teaching the recognition of sarcasm to non-native speakers. The need for this study was made obvious by the confusion of foreign students attempting to comprehend sarcasm.

Because the recognition of sarcasm requires a knowledge of the target culture as well as the target language, sarcasm is extremely difficult for a language learner to understand, let alone master. Due to this complexity, the analysis here includes not only linguistic cues (syntax, lexicon, and phonology) but also contextual cues (culture, situations and purposes, and the speaker and hearer). This study culminates in a series of lessons based on the preceding theoretical discussion.

The approach was eclectic with information synthesized from research into related literature (semantics, intonation, and anthropology) and from examples of sarcasm in different situations, both spoken and written. According to the information gathered in this study, a knowledge of context is more important than the knowledge of linguistic cues for the recognition and appropriate use of sarcasm. It was also concluded that the teacher of sarcasm should be a native speaker.

56. WEISSBERG, Robert Charles. Replication and Modification of an Indirect Measure of Oral Output. Chairman: J. D. Bowen.

This study was undertaken to explore the nature and degree of relationship between aural and oral proficiencies in learners of English as a Second Language. It consists of a replication of an "indirect measure of oral output" first designed and tested in 1969.

The test is indirect in that it attempts to measure a non-native speaker's ability to produce English speech by having him identify recorded voices as those of either native or non-native speakers of English. The original test consisted of the voices of fifty speakers of English, twenty-five natives and twenty-five non-natives, recorded on a test tape. That test is here modified through the addition of ten new items and preparation of four alternate forms of the test tape.

The new test was administered to 159 non-native students of English as a Second Language and to two groups of twenty-five native speakers of English. Results indicate that although there is some positive

correlation (.55) between the indirect measure and speaking proficiency ratings, it is not high enough to justify using the indirect measure in place of ratings based on oral performance of subjects.

A detailed item analysis was made of the scores to determine the relative levels of difficulty of the particular items. It was found that discrimination between native and non-native subjects was better on those items more difficult for both groups. However, it was found that as non-native items approached a norm for native speakers, they were less effective as discriminators.

It was further found that non-native subjects of a particular first-language background would not predictably perform better or worse on items spoken by fellow speakers of the same first language than would non-native subjects of other first-language backgrounds.

57. ZIAHOSSEINY, Seid M. Dictation as a Testing Device. Chairman: J. W. Oller.

The purpose of this study has been to determine the validity of dictation in testing language skills. Three experiments were done on three groups of foreign students taking the UCLA ESLPE.

The study revealed that dictation is not merely a transcription of sounds into the graphic symbols, but a performance that requires the comprehension of the sequence of sounds as well. It also indicated the students' linguistic feedback on acquiring new linguistic functions. Students who speak languages close to English in graphic symbols experience more difficulty in learning the new phoneme-grapheme relationship than those whose background language has a non-Romanic alphabet.

The study demonstrated a positive relationship between the constraint upon words in dictation and the length, structure, and comprehension of the sentence. It also indicated that the task of taking dictation has a positive relation with the interrelationship of the entire group of words in the sentence rather than merely the individual words.

1972: M.A. in TESL THESES

58. BATTUNG Diane N. A Pilot Study for the Development of a Learning Resource Center Format for the Certificate/ Master's Program of the Department of TESL at UCLA. Chairman: L. McIntosh.

Education in the 70's faces the crisis of change. This study is based on the tenet that the concept of the learning resource center offers a means of effective, innovative adaptation to change in the educational field of English as a Second Language (ESL). The specific focus of ESL adaptation to change and an audience concerned with humanistic application of technology is delineated. The concept of a learning resource center is introduced by a rationale formed from a compilation of contemporary educational writings giving perspectives on the growing need and demand for educational innovation.

Four higher education-based learning centers in the Southern California area were selected for a description of (1) their operational format and fulfillment of one or more of five selection criteria: accessibility; multiplicity; learning appeal; technical upkeep; and facilitation; (2) innovative features; and (3) suggested applications in the field of ESL.

The result of this descriptive examination of the learning resource center is a proposed design for a learning resource center format for the Certificate/ Master's Program of the Department of ESL at the University of California, Los Angeles (UCLA) to demonstrate the feasibility of innovation in the crucial ESL area of teacher training.

59. BAUMAN, Lynn Charles. A Humanistic Approach to the Teaching of English Literature Overseas. Chairman: H. B. Arthur.

The teaching of English literature overseas has always encountered certain difficult barriers, the most formidable being linguistic, cultural, and educational. The purpose of this study is to reexamine the problem of these barriers in light of humanistic educational theory and practice, and to construct a model for teaching literature based on insights from humanistic education which can be practically applied in overcoming these barriers. The first part of the study defines in detail what is meant by the term "humanistic education" as described by such educators and psychologists as Carl Rogers, Abraham Masslow, Neil Postman, Charles

Weingartner, Terry Borton, and others. The second part of the study discusses the role of language and literature in the scheme of humanistic educational theory, and the sort of changes which must occur in these disciplines if they are to be taught in a humanistic frame of reference. The final section of the thesis deals with the practical aspects of teaching literature which will overcome the linguistic, cultural, and educational barriers. First, a four-phased bridge is designed to help transcend the cultural and linguistic barriers. Second, practical steps are outlined for overcoming the educational barrier and creating a facilitative learning environment in the classroom. Third, specific techniques, exercises, games, and questions are described as tools for the teaching of literature as a student-centered concern.

60. BUKER, Suzanne. Teaching Skills for the English Language Teacher in Training. Chairman: R. N. Campbell.

A promising innovation in teacher education involves training in specific teaching skills. Five teaching skills considered fundamental to English language teachers are described in detail in the hope that they may prove beneficial to persons engaged in training teachers of English as a second or foreign language. The five skills are:

1. conducting drills,
2. supporting student responses,
3. facilitating freer communication,
4. asking questions, and
5. providing effective practice.

Each teaching skill is broken down into component skills which are in turn described in behavioral terms; in all, fifteen component skills are analyzed. It is the behaviors involved in these component skills that the teacher in training practices in an attempt to develop his or her use of the overall teaching skill.

Studies cited indicate the success of training in specific teaching skills insofar as directly affecting teaching behavior is concerned. Suggestions for integrating a teaching skills approach into a teacher training program are provided.

61. BUTTERWORTH, Guy Andrew. A Spanish-Speaking Adolescent's Acquisition of English Syntax. Chairman: E. R. Hatch.

Research techniques of first- and second-language longitudinal studies were adapted to the observation of

a thirteen-year-old Spanish-speaking boy learning English in a "natural" environment in California. Two broad research questions were asked: what did the learner learn, and could inferences be made about how he learned. The questions were designed to prevent the data being analyzed to prove any particular psycho-linguistic hypotheses. A collateral purpose of the study was to determine if the methodology of longitudinal studies could be used successfully with older subjects.

Over a three-month period, recorded English language samples, amounting to at least one hour per week, were collected at an American intermediate school. The learner talked spontaneously and had to change affirmative utterances to negative ones, imitate utterances beyond his normal processing span, give inflections to nonsense words, and translate indirect Spanish questions and statements into direct English questions and statements. A summary was made of the surface structures obtained: copula constructions, prepositions, pronouns, the auxiliary, base forms, mixing, substitution, and imitation. Negative and interrogative structures were treated separately with reference to Spanish surface structures and second-language intermediate structures.

An accurate explanation for his production is difficult because of the lack of general language development and the similarity of Spanish surface structures to either English or English child-language surface structures. While his learning in some ways resembles that of first-language, and child second-language, acquisition, his need to communicate like an adult made transfer almost inevitable. In addition, he simplified his production by eliminating inflections, many function words, and even verbs (if context made relationships clear). Such procedures for simplifying English may be common to all learners.

62. CATHCART, Ruth Larimer. Report on a Group of Anglo Children After One Year of Immersion in Instruction in Spanish. Chairman: R. N. Campbell.

The model for the Culver City Spanish immersion program for Anglo children is derived from Wallace Lambert's program for French immersion in Quebec and modified for use in Culver City by Russell N. Campbell. The assumption basic to immersion model is that young children, taught the regular school curriculum in a second language and expected to perform well, will make steady progress towards becoming proficient bilinguals as well as maintaining their first language and achieving at grade level.

The report on the kindergarten year in Culver City includes evaluation of the children's maintenance of English, reading readiness, Spanish acquisition, and cross-cultural attitudes. Background information was obtained from two parent questionnaires and school records. Observation by the K teacher and three graduate students provided additional data for analysis of second language acquisition.

After one year, the children are virtually equal to the control children in knowledge of English morphology and somewhat inferior to the controls in English reading readiness. The children's attitudes toward Mexican-American test items are significantly more positive than are the control children's. Their Spanish has progressed to a point where they can repeat a good part of sentences modeled by their teacher and communicate very effectively in the classroom by different individual strategies. These strategies are discussed in detail. Parents are generally very pleased with their children's progress in Spanish, but are waiting for evidence for adequate maintenance of their English, which should be provided when the English language arts component begins in the first grade.

63. CONNOLLY, Harold Vincent. The Oral English Proficiency of Foreign Students at the University of California, Los Angeles. Chairman: Earl Rand.

In an attempt to answer the question "Can a rated oral interview predict a student's performance on the UCLA English as a Second Language Placement Examination (ESLPE)?" the following procedures were followed: 1. One hundred forty two graduate and undergraduate students who took the fall, 1971, ESLPE were interviewed on tape. 2. Three raters independently evaluated the student's oral English performance on four criteria: pronunciation, grammar, fluency, and understanding. 3. Inter-rater scoring reliability was examined. 4. The scores for the parts of the ESLPE were intercorrelated and also correlated with the oral rating scores. 5. Regression analyses of the ESLPE scores with the three raters' scores on the four oral rating criteria were performed. 6. The influence of student's age, sex, and major field of study on their oral proficiency ratings and ESLPE scores was also analyzed.

Inter-rater scoring reliability was high. Total oral rating scores for separate and combined raters correlated significantly with total ESLPE scores. Regression analyses showed, of the four criteria, the rating scores for grammar best predicted performance on

the ESLPE, followed by fluency, pronunciation, and understanding. Of the separate parts of the ESLPE, dictation correlated highest with oral rating scores.

Except for a significantly better performance by males than females on the cloze test sections of the ESLPE, student's age, sex, and major fields of study had no significant influence on their performances on the ESLPE or the oral ratings.

64. FISHER, Janet Gustafson. Materials for Developing the Reading Comprehension Skills of Junior High School ESL Students. Chairman: Lois McIntosh.

Studies of the reading comprehension levels of ESL students have indicated a great difference between their skills in literal and interpretive comprehension. Materials available have not only proven inadequate to the task of increasing comprehension skills, but do not reflect the cultural backgrounds or the interests of the ESL students for whom they are intended. The present study focused on the preparation of reading materials and exercises to develop the reading comprehension skills of junior high school students of English as a Second Language by stimulating their desire to read.

Two surveys were conducted - one to determine the ESL student and teacher preferences for cultural content in ESL reading materials, and the other to determine ESL student preferences for topic content. Based upon the results of the two surveys, stories were written by junior high ESL students and the author of this study. Revisions were made and comprehension exercises were developed. Five ESL classes at Thomas Starr King Junior High School then read the stories, did the exercises, and evaluated them.

The results indicated that the new materials were preferred to the traditional ones by students and teachers. Teachers who have tested them agree that the new materials are superior to the traditional ones, they are more interesting to the students. The teachers also state that the new materials are not only easier to teach but they have helped them to attain objectives of communication and increased interest in reading for their students.

65. GOLDMANN, Tamar Tofield. English as a Second Language Testing and the Prediction of Academic Success. Chairman: Earl Rand.

In this study the author attempts to answer the

question, "Does the UCLA English as a Second Language Placement EXamination (ESLPE) predict success at UCLA, as reflected in the first-quarter grade point average (GPA) of entering foreign students?" Two procedures were used: (1) test of significance of correlation between ESLPE scores and GPA of entering foreign students, (2) analysis of variance of mean GPA among four different levels of English proficiency as determined by the ESLPE.

To determine if other variables were affecting the results of these two tests, the author analyzed differences in mean GPA and mean ESLPE scores, and correlations between the two for subgroups of several additional variables.

Graduates and undergraduates who took the UCLA ESLPE and first enrolled in UCLA in the fall of either 1969 or 1970 constituted the four samples for analysis. A test measuring change in GPA from first to fourth quarter was performed on the two 1969 groups.

The correlation studies showed Reading to be the most consistently valid predictor of GPA. Total score was less effective, and Dictation was the least effective.

Students exempted from ESL classes achieved a higher mean GPA than those not exempted. Four quarters later this difference was no longer significant, but the meaning of this change is unclear.

Except for the variable, "Class Recommended", subgroups showed no significant differences on mean GPA, but did show some differences in English proficiency. Previous exposure to English improved Dictation and Grammar scores. Different language groups showed different patterns of English proficiency.

66. GREEN, Jerry Duane. Remedial Pronunciation Tape Library for Egyptian Students Learning English as a Second Language. Chairman: J.D. Bowen.

This thesis describes the development of a remedial pronunciation tape library and presents it in the appendix the thirteen lessons, in tape script form, that comprise the tape library.

The target audience is Egyptian university students whose English proficiency level, according to the University of Michigan Proficiency Test, is either level I or II.

The pronunciation difficulties selected to be remedied are essentially restricted to the segmentals of English and are based on an error analysis of the tape recordings of 117 Level I and II Egyptian university students reading Clifford H. Prator's Diagnostic Passage and five supplementary sentences.

Each lesson specifically treats one pronunciation problem and is a self-contained remedial teaching unit. As such, each lesson is relatively independent of the classroom situation. However, it is designed to complement the classroom teacher, who, observing a persistent pronunciation difficulty of a student, can refer that student to a particular tape library lesson in the language laboratory in order to correct the pronunciation difficulty.

67. GRIFFIN, Pauline Brantley. The Manifestation of Dialect Stylistic Variation by Speakers Pursuant to Role Appropriate Needs of a Given Audience.
Chairman: H. B. Arthur.

A certain body of research by both educators and psychologists explicitly claims that lower class children (particularly Black) are linguistically deprived. A second and opposing body of research claimed that these children speak a language which is linguistically developed and distinct from standard English, without however asserting any inherent inadequacies in developmental language acquisition.

The present study investigates whether the linguistic performance of a lower class child exhibits distinct evidence of stylistic variation within the confines of a dialect. There is no investigation on a cross-dialectical comparative basis.

In the study one experiment on eight Black third grade subjects was performed using three tasks. The subjects were taught a simple competitive game, nonverbally. Immediately following the game each subject was requested to teach the same game to three different audiences. The three audiences represented an adult, a peer, and a first grader. The function of the audience was to listen only. The subjects monologues were recorded and divided in groups of three per subject, then presented to a panel of judges. The judges were requested to assign one of the three tapes to each of the conditions, adult, peer, or first grade.

Finally, the monologues were analysed to determine frequency of terminable units, variation and distribution of imperatives (direct commands) and distribution of conditional clauses.

Analysis from both sets of data support the premise that distinct representation of stylistic variation within the dialect is exhibited at the $p<0.01$ significance level.

68. JOHNSTON, Letitia Marie. A Study of Student Turnover in Adult English as a Second Language Classes of the Los Angeles Unified School District. Chairman: Lois McIntosh.

In the adult classes of English as a Second Language in the Los Angeles City Schools, the dropout rate is approximately fifty percent. The purpose of this study is to ascertain why so many students are not continuing in ESL classes once they have begun, and to propose means by which these problems might be dealt with. A questionnaire was administered to two hundred fifty-four students representing the adult ESL population in West Los Angeles.

Each student was requested to think of a friend or relative who used to come to class, but was no longer in attendance. Of a list of twenty statements, he was asked to indicate which might be possible reasons for the student dropping out. He was then asked to do the same regarding why he, himself, was taking ESL and what reasons might possibly keep him from attending class in the future.

The percentage breakdowns of the total student population are presented and discussed. The responses of the Mexican students are then compared with those of the other language backgrounds represented, as well as with the results of a similar study done in East Los Angeles. This study shows the crucial need for career teachers in ESL and furnished a basis for future research into how to teach the non-academic, non-regular adult ESL student.

69. KARIUKI, Albert Kanake. Student Achievement in Language and Subject Matter in Two Kenyan Primary School Curricula. Chairman: J. D. Bowen.

Kenya's elementary education consists of lower primary (grades 1-3) and upper primary (grades 4-7). The upper primary instruction is in English. About 60% of lower primary classes follows an English-medium course starting in grade 1 (EM 1) the other 40% uses the vernacular, with English as a subject, and starts a changeover to English medium at grade 4 (EM 4).

EM 1 and EM 4 also differ in methodology. EM 1 methodology is activity oriented while EM 4 methods are traditionally prescriptive.

This pilot study investigates the hypothesis that EM 1 students will outperform their EM 4 counterparts significantly in respect to English proficiency and subject matter achievement at the end of primary school on the CPE (Certificate of Primary Education) examination.

The 1971 CPE Mathematics, English and General Knowledge, and an experimenter-designed Cloze test scores for 79 EM 1 and 82 EM 4 students of rural background were subjected to a statistical analysis for comparison. The tentative results indicated: (1) EM 1 and EM 4 students did not differ significantly in performance on any of the four scores, (2) boys outperformed girls in the CPE Mathametics, (3) repeaters outperformed non-repeaters, and (4) the two English tests yielded concurrent validity.

At the present time, the nature of EM 1 course books, discontinuation of EM 1 teaching techniques beyond grade 3, duration effects of upper-primary levels, and individual school differences are influential factors which suggest further research rather than a definitive statement of the findings of this study. However, a greater concern with equality of pedagogical opportunity at all levels warrants serious consideration.

70. KENNEDY, Katherine Ann. The Indirect Object, Women in English as a Second Language Textbooks.
Chairman: E. R. Hatch.

English as a Second Language (ESL) textbooks which use American settings and characters in reading selections, dialogues, and language drills, convey a great deal of new cultural, as well as linguistic, information to the foreign student. A survey of ESL textbooks was conducted to analyze one area of cultural content: the portrayal of women. Texts reviewed included those currently used or recommended for intermediate to advanced ESL courses at UCLA, in the English 33 series, as well as other selected ESL readers and grammar texts. A worksheet of questions used in examining each text focused on such topics as: how often women are mentioned and in what contexts, what jobs they fill, what they do for recreation, what they talk about, what they value.

The survey revealed that our ESL texts often portray women in an outdated, derogatory way and express prejudicial attitudes towards them. This is done by omitting women as major characters in dialogues, drills, and reading passages, by excluding them from interesting, meaningful occupations and activities, by presenting them in such stereotyped roles as that of housewife, and by using male-oriented phraseology.

The thesis includes recommendations for improving the image of women in ESL books and for starting to portray people as people, not as rigid categories or one-dimensional stereotypes.

71. KIRN, Harriet Elaine. The Effect of Practice on Performance on Dictations and Cloze Tests. Chairman: J. W. Oller.

This study attempts to measure the effect of regular practice in dictations and cloze tests on performance in those activities. The subjects were 155 foreign students in ESL classes at UCLA in the Fall Quarter of 1971 and 44 ESL students in the University Extension. These students took the UCLA English Entrance Examination at the beginning of the quarter and a comparable examination at the end of the quarter, nine weeks later. The examinations consisted of comparable sets of dictations and cloze tests.

Eighty-five of the university students in five classes at three levels of ESL served as experimental students; the other 70 university and 44 Extension students served as controls. At each level, half the experimental students were given bi-weekly practice in taking dictations; the other half were given cloze passages to complete. All passages were chosen at random from various sources and were totally unconnected to other class activities. After the post-test at the end of the quarter, the average raw score improvement of all groups was calculated. It was found that there was no difference in the improvement rate of the experimental groups as compared to that of the control groups.

A short follow-up experiment was conducted with students in a low intermediate ESL class during the Winter Quarter of 1972. Controlled dictations and cloze passages, focusing on particular phonetic and grammatical points, were used extensively throughout the course in close coordination with other classroom activities. There were some indications that they were somewhat effective as teaching devices at this level of ESL.

72. LUKMANI, Yasmeen M. Student Motivation for Learning English in Marathi-medium High Schools, Bombay. Chairman: E. R. Hatch.

Marathi-speaking high school students (all female), from comparatively non-westernized families in an average income-bracket, were tested on English proficiency and the nature of their motivation for learning English. The results showed that Marathi-speaking students were instrumentally motivated to learn English and that instrumental motivation scores correlated significantly with English proficiency scores. That is, the higher their motivation to use English as a means of career advancement, the better their English language scores.

Their concept of their own community and of westernized Indians, their self-concept and ideal self-concept were assessed on ratings of specific traits. Both the Marathi- and English-speaking communities were rated high, the English a little higher than the Marathi. Of the four groups, Marathi ranks lower than the English and then in ascending order, self-concept, English group and then ideal self-concept, but the total differences in scores were not significant. The English rather than Marathi group ratings were significantly related to ideal self-concept; but the traits on which English was marked higher were factual, relating to modernity and better standards of living which the subjects could acquire without becoming westernized. The two communities were their reference groups for different areas of their life; they saw themselves as based in their community but reaching out to modern ideas and life-styles.

73. MIN, Choon Shik. A Contrastive Analysis of English and Korean Relative Clauses. Chairman: R. N. Campbell.

This thesis attempts to find out the similarities and differences between English and Korean relative clause constructions on the basis of which to identify the problems of the Korean speaker learning English relative clauses under the assumption that the grammatical features or rules which are not common in both the native language and the target language cause learning difficulty. It is also concerned with the establishment of a hierarchy of difficulty which may play a crucial role in preparing instructional materials on the part of the textbook writer as well as the teacher.

The different word order at the base structure level reveals that it is generally difficult for Korean speakers to learn English relative clauses. In English, there are quite a few language specific rules not existing in Korean, such as the Pied Piping Convention, Relative Pronoun Deletion, Relative Clause Extraposition, Modifier Shift, and so on. This implies that a meaning expressed one way in Korean is usually expressed in more than one way in English, and thus the structures generated by such rules may cause extremely difficult learning problems. Relative Clause Reduction in English is, in some cases, similar to Copula Deletion and and Existential Verb Deletion in Korean. When this happens, the structures generated by the reduction rule are not so difficult to learn. English prenominal adjective constructions cause the least difficulty for Korean speakers, since they are very similar not only to actual Korean relative clause structures but also to Korean attributive constructions in terms of word order.

74. MUGALASI, Sam Senabulya K. W. The Role of Kiswahili in Uganda. Chairman: Peter Ladefoged.

Kiswahili has never played a significant part in Uganda's education system nor in the mass media. Since Kiswahili is widely used in East Africa today, this research investigates Uganda students' and ordinary citizens' opinions and attitudes about the possible role of Kiswahili in Uganda.

In order to bring out the relevance of Kiswahili to Uganda an investigation into the historical background and developments in the modernization of Kiswahili has been made. Factors influencing Uganda's language policy have been analysed in order to give the framework in which Kiswahili may be incorporated into Uganda's education system.

Two sets of questionnaires were sent to Uganda. One questionnaire was distributed to secondary schools, Teachers Training Colleges, and to the University. The other questionnaire was distributed to members of the public.

The data has been analysed according to demographic factors, where necessary, and a linguistic make up (mostly according to linguistic groupings in Uganda) of each sample has been drawn.

The findings show majority support for the introduction of Kiswahili into Uganda's education system and mass media. Kiswahili is regarded more as a language for promotion of inter-tribal, inter-territorial and social communication than a language for academic and social advancement.

75. NAGATO, Naoko. The Effect of FLES on EFL Achievement in Secondary School. Chairman: J. W. Oller.

The present study focused on the possible long-term effects of a FLES program in English as a Foreign Language (EFL) on later performance in that same language in secondary school in Japan by attempting to determine whether students who had experienced a FLES program were more proficient in EFL than students who had begun EFL in secondary school.

Three cloze tests were administered to all the students enrolled in a private girls' secondary school in Kyoto at the seventh, the ninth, and the eleventh grade level. The tests were conducted by the EFL teacher during the EFL class period at the end of the school year, March, 1971. Fifty students were sampled randomly from each grade, and the cloze scores of FLES and non-FLES students were compared. The FLES group had been exposed

to a six year sequence of EFL training at the elementary level, and the non-FLES group had begun EFL in the seventh grade. The controlled variables were the length of training, exposure to EFL instruction and the institution of their EFL training.

Results of an analysis of variance indicated that the long-term effect of FLES training was moderate. The FLES group significantly out-performed the non-FLES group at the seventh grade ($p<.005$) and at the ninth grade ($p<.05$). No significant difference between groups was indicated at the eleventh grade.

76. OKEJU, John. Sociolinguistic Survey of Languages in Education in Uganda. Chairman: J. D. Bowen.

This study was undertaken to investigate problems associated with the current role of vernacular languages in education in the multilingual State of Uganda, with an attempt to determine when English could optimally become the medium of instruction in Primary school.

The data was gathered from two main sources: through background reading of past and current literature on opposing views of mother-tongue, and foreign-language (English) proponents. Secondly, a questionnaire, which was administered to 193 teachers and students in Teacher Training Institutions, provided information on attitudes, opinions and judgments of these students on this issue.

It was found out through this data: (1) that the different ethnic groups generally demanded to have their own vernaculars taught in their local schools: (2) that the six officially recognized vernaculars for education were not very popular in areas where they are second languages: (3) that nearly all (28 or so) different vernaculars are used for teaching in their own areas, but opinions differ significantly on whether they should be taught or used for instruction: (4) that attitudes towards Luganda and Swahili were favorable: only the Bantu favored Luganda, and both some Bantu and some non-Bantu favored Swahili: and (5) English was generally recognized as important for higher education. But on the choice of a language that would exclude the rest, Luganda attracted the highest vote. However, there was very limited evidence that vernaculars could function as teaching media only up to the third or fourth grade.

77. ROGOSHESKE, Patricia Fabian. Creative Dramatics--A Pragmatic Approach to Second Language Learning. Chairman: R. N. Campbell.

The objectives of this study are to present a rationale and to develop a model for the use of creative dramatics in the ESL classroom, and to describe the application of the rationale and the model to the instruction of Spanish-speaking children.

Literature from various related fields is surveyed to define the nature of the problems of Spanish-speaking children in United States schools, and to suggest the need for alternate approaches to their education.

A model for the use of creative dramatics in ESL is presented. A sequence of four creative dramatics activities is modeled from the literature on creative dramatics for native speakers of English. The procedures for using these activities in ESL are described.

Two weeks of creative dramatics lessons with fifth and sixth grade Mexican ESL students were videotape recorded in an East Los Angeles bilingual elementary school. Three ability groups--beginning, intermediate, and advanced--participated in the creative dramatics activities adapted for ESL students.

An analysis of the recorded lessons indicates that the children's knowledge of English is not related to their participation in these creative dramatics activities. The creative dramatics play of the three groups differs in the use of nonverbal and verbal communication, in the amount of English and Spanish verbalization, and in the type of situations enacted. A sample creative dramatics lesson by each group is related in detail.

Further exploration of the application of creative dramatics to other linguistic and cultural groups, to other age groups, and to teacher education is recommended.

78. SEMANO, Francina Liako. An Analysis of Errors in the Usage of English Prepositions by Sesotho-Speaking Students. Chairman: Marianne Celce-Murcia.

This study is an analysis of errors made in English preposition usage by Sesotho-speaking pupils at the eighth grade level. The errors were identified, corrected and categorized into types and sub-types. Explanations for the correct usage of the prepositions used were given along with the causes of the errors.

It was found that the errors were classifiable into five types and each type could further be divided into subtypes: Type I; wrong choice of prepositions. Sub-types: 1. Prepositions denoting time; 2. Prepositions denoting place; 3. Prepositions denoting direction;

4. Prepositions denoting instrument or means; 5. Prepositions denoting accompaniment; 6. Prepositions denoting material of construction. Type II: Errors in the verb accompanying the preposition. Sub-types: 1. The verb was omitted; 2. Wrong tense of the infinitive. Type III: Prepositions not necessary. Sub-types: 1. Prepositions before adjectivals; 2. Prepositions used where only one is necessary; 3. "Home," a noun of location that may not occur with preceding preposition; 4. Preposition serves no purpose; 5. The verb used alone is adequate. Type IV: Preposition is omitted. Sub-types: 1. Omission of prepositions indicating direction. Type V: Unidiomatic use of "of."

There were three main causes of errors: 40 per cent of the errors were caused by overgeneralization of the rules governing the use of English prepositions; 38.5 per cent were caused by direct interference from Sesotho; 20.5 per cent were caused by bad matching of Sesotho and English equivalents.

Two conclusions emerge from this study: 1. Direct interference from Sesotho, overgeneralization of the rules governing the use of English prepositions and bad matching of Sesotho and English equivalents are the main causes of the errors. 2. Error analysis can provide guidance in the development of teaching strategies and the preparation of texts and other teaching materials.

79. UYEKUBO, Aiko. Language Switching of Japanese-English Bilinguals. Chairman: Bradford Arthur.

The task of this study was to investigate the capacity of coordinate bilinguals to switch fluently from one language to another in the middle of a conversation or even in the middle of a sentence. The aspects of the problem were considered:

1) To investigate particular speech situations, (e.g., topic, interlocutor, tone) where Japanese-English bilinguals switch from one language to another.
2) To investigate how the syntax and lexicon of the two languages are combined to create a linguistic vehicle for a meaningful discourse with a fellow bilingual.

The subjects for the study were 12 adult coordinate bilinguals and 4 child bilinguals. Taped speech samples of bilingual speakers switching between Japanese and English in a natural setting were collected.

The following is a conclusion of the study of language switching and mixing of Japanese-English bilinguals:

1) Bilinguals have contextual constraints for each of the languages. Social variables-interlocutor, topic, and tone--often determine the choice of code.
2) Language mixing is distinguished from language switching by the breakdown of correlation between the social variable and the choice of code. Mixing is used as a stylistic device to create a more meaningful communication.
3) There are certain linguistic constraints on language mixing, and thus, mixing is not random and grammarless.
4) Subjects were capable of mixing and unmixing; therefore, language mixing does not imply that a speaker is incapable of speaking two languages separately.
5) Bilingual children also performed similar sociolinguistic acts.
6) The basic distinction between mixing and either interference or borrowing is the speaker's ability to control his speech.

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80. BASSAN, Henrietta Fay. Spelling Difficulties of Hebrew Speakers of English: An Error Analysis of Third Graders in Three Bilingual Schools. Chairman: E. R. Hatch.

The hypothesis of the present investigation is that children with a background in Hebrew, whether in speech alone or in reading and writing as well should experience interference from Hebrew when writing in English.

The data was collected from both Anglo and Israeli children at three bilingual (Hebrew-English) schools in Los Angeles. Most of the data collected over a period of five months consisted of the spelling tests, spelling sentences and creative writing assignments of twelve native Hebrew-speaking and fifty-five Anglo third graders.

Two lists were formed prior to classification of the errors made by the children. One contains sources of error predictable by interference from Hebrew (Levenston, 1970). The second list consists of common categories of Anglo errors of three hundred and sixteen children grades one through three (Schwab, 1971-72).

Errors in the various assignments were collected and analyzed for the following factors: ability of errors to be classified on the basis of common Anglo errors; ability of errors to be classified according to principles of Hebrew interference; and relative

frequency of errors. Comparison was made between Anglos and native Hebrew speakers.

The English placement exams of eight foreign students from Israel were examined for errors explainable by Hebrew interference.

It was found that all errors by the Hebrew-speaking children could be easily classified according to the list of common Anglo errors, while only one-third could be accounted for according to the principles of Hebrew interference. A sampling of Anglo errors, however, could be accounted for to an even greater extent by the same principles of (hypothetical) Hebrew interference.

The general spelling ability of the native Hebrew speakers was found not to be significantly different from their Anglo peers. Errors related to Hebrew interference were distinctly uncommon in the work of the Israeli college entrants.

However, the exceptions to the general findings of no interference point up the potential benefit in providing the teacher with a brief list of the phonemes, punctuation and other elements which differ or do not exist in Hebrew. It is safe to conclude that while it may help the teacher to be aware of these differences, it is unnecessary to develop special materials for the student for the specific purpose of helping him learn those elements which do not exist in Hebrew.

81. BENGUR, Belkis Fatma. Selection of Literature for the ESL Classroom--A Project Involving Student Evaluation. Chairman: Thomas Gorman.

Recently, much thought has been given to the problems involved in literature selection for the ESL classroom. However, no one has attempted to ask the ESL student himself what he considers to be suitable reading matter. Also, until now, most writers on the subject have concentrated on linguistic or cultural barriers that the ESL student encounters whereas there are other considerations that are just as important to be kept in mind.

This thesis attempts to clarify some of these other considerations through student evaluation of selected contemporary short stories. Twenty-nine students at UCLA in a course on An Introduction to Literature for Foreign Students (English 109J) were asked to evaluate a number of contemporary short stories and it is their reactions which have been commented on and developed in this thesis. The introductory chapter contains a commentary on some of the previous work done in the field; Chapter II deals with the short stories to which these students had favorable reactions;

Chapter III deals with the stories on which they had unfavorable reactions; Chapter IV comments on the stories that elicited mixed reactions from the students; Chapter V attempts to correlate student biographical data with student enjoyment ratings for the stories; and finally, in the concluding chapter the author attempts to set up tentative criteria for selection of ESL literature for classes of similar composition to that of the test group.

82. BROADBENT, Robert Redd. Some Consequences in Following an Elementary School Curriculum in a Second Language. Chairman: A. D. Cohen.

In 1971, a Spanish Immersion program was initiated at Linwood E. Howe Elementary School in Culver City, California. It involved the use of a second language (Spanish) as the medium of instruction for a group of native English speakers at the kindergarten level. This study examines the Immersion program near the end of its second year of operation.

The assumption underlying the program is that children involved in such a Spanish language Immersion program will suffer no retardation of English language skills (oral or reading), and that these students will be able to achieve at grade level in non-language subject matters presented to them in the second language.

Two study groups were used in this investigation: (1) the Immersion class, consisting of fifteen English speaking first-grade children receiving their instruction in Spanish, and (2) a Comparison group, made up of fifteen English speaking first-graders from the same school but not involved in the experimental Immersion program. Care was taken through questionnaires received from parents to assure that the children of both groups came from homes of similar socio-economic and educational backgrounds.

The following instruments were administered to both groups for the purpose of evaluation:

English Language Skills

I. The Berko Test of English Morphology

II. Storytelling

III. GTA-Tests of Reading, Inter-American Series (R-1-CE-DE)

Non-Language Subject Area Skills

I. Cooperative Primary Test of Mathematics, (Grades 1 & 2, 12A)

Parental Backgrounds

I. Parent Questionnaire

On each and every one of these instruments, the Pilot Immersion class performed as well as or better than the Comparison group.

It was concluded, therefore, that there was absolutely no retardation in native language skills nor detriment to the learning of non-language subject matter (mathematics) in the second language.

83. DAILEY, Stephanie Ruth. Black Children's Comprehension of Standard English and Non-Standard English: A Comparison with Reading Scores. Chairman: B. A. Arthur.

During recent years there has been a great deal of research into the function and structure of Black English. Because this dialect is spoken by many Black children in the urban ghetto, and because there are notable differences in the level of educational achievement in the Black ghetto, many linguists and some psychologists have argued for the use of Black English as an instructional tool in the classroom. However, it remains to be proven that Black English as an instructional device is more effective or comprehensible to speakers of Black English than is Standard English.

Many of the dialect-oriented materials now in use in some of the schools are predicated on the assumptions that Black children are more likely to experience reading failure because of a linguistic barrier which exists between the language they speak and the language used in instructional materials. Yet, there has been no conclusive evidence attesting to the fact that Black children are less able to comprehend Standard English than speakers of Standard English. Neither has there been evidence uncovered which substantiates the assumption that reading failure in Black children has its basis in linguistic interference.

This study was undertaken to determine if the usage of Black English as an instrument of educational instruction would facilitate comprehension for Black children, and also sought to measure the relationship of BE competence with BE performance. The relationship of reading failure to BE performance was also examined in an effort to more precisely determine the presence or absence of a linguistic interference factor.

In an experiment undertaken to measure the relationship between linguistic proficiency and educational achievement, 28 Black third grade children were exposed to 2 stories presented aurally in Black English and Standard English, and were asked questions pertaining to the content of the material. The students also participated in a repetition task designed to measure their verbal proficiency with respect to Black English and Standard English. The results of the tasks were tabulated and correlated with reading scores.

In general it was found that there was no significant difference in the childrens' reactions to the different dialects, and that dialect performance did not match dialect competence. In addition, it was discovered that the presence of dialect in speech was an indicator of reading achievement. Speakers using more dialect tended to be poorer readers than students using less Black English features.

84. FLORES, Marco Antonio. An Early Stage in the Acquisition of Spanish Morphology by a Group of English-Speaking Children. Chairman: E. R. Hatch.

Fifteen English-speaking children from the Culver City area have been immersed in a Spanish environment at Linwood Howe Elementary School for two years. During this time, the learners have not had any formal instruction in the foreign language. Instead, they have been taught the regular curriculum in the foreign language. The children were told from the very beginning that the teacher spoke no English at all; thus, they have to resort to Spanish in order to communicate with her and her Spanish-speaking aides.

Observational data collected by the experimenter shows the progress that the children have made during their second year (first grade) in the so-called Spanish Immersion Program. Utterances of up to eleven words allow them to communicate in a quite efficient manner. The learners' phonological, grammatical, and semantic development has reached a point that is believed could have never been attained through any formal approach. The morphological development, however, demonstrates lack of control of the agreement rules in Spanish: subject-verb, article-noun, and noun-adjective combinations, among others, suffer from constant fluctuation in the use of inflectional and conjugational markers. In spite of the errors in these areas, context provides, in general, the exact meaning of the children's foreign language speech.

85. GOLDBERG, Julie Beth. The Development of a Set of Instructional Objectives for English as a Second Language. Chairman: R. N. Campbell.

Instructional objectives are appearing in numerous areas in the field of education ranging from industrial arts to anthropology. One purpose of this study was to determine the relevance of instructional objectives to

the field of Teaching English as a Second Language. Research dealing with behavioral objectives in health education, science, business, mathematics and foreign languages was examined. Included were experiments testing the use of instructional objectives in the instructional process and the absence of such objectives. These studies indicated that teaching was more effective and efficient in the presence of behavioral objectives.

The second purpose of this study was to develop a strategy by which the teacher may determine specific objectives to be used in a given situation. Here such factors as the age, background, goals and attitudes of the students must be taken into consideration. Next, a list of the skills to be acquired in order of priority must be compiled. Included in this study are the means by which the teacher may do this along with examples of objectives used in various situations by the author. Objectives vary from situation to situation making it necessary for the teacher to alter his objectives according to the needs of the students.

The final purpose of the thesis was to create an actual set of instructional objectives to demonstrate the three elements of the objective, the behavior on the part of the student, the criteria for acceptable performance and the means of evaluation. A set of objectives to facilitate the teaching of American English pronunciation sequenced according to their difficulty in attainment, is included. As a result of this study it is noted that instructional objectives are relevant to the field of Teaching English as a Second Language; they can be written by the average teacher without a great deal of effort and they are effective in facilitating learning.

86. GREELEY, Terry Margaret. Tense and Aspect of the English Verb. Chairman: Lois McIntosh.

This study presents a synthesis of the research undertaken in order to provide the teacher of English as a Second Language with a working rationale for presenting the verb system of English. The study should serve as a foundation for further investigations of the English verb system for the purposes of ESL instruction.

The primary consideration has been tense and aspect. A detailed theoretical description is offered as a basis for defining the semantic correlates of the English tense system. By tense system it is meant those order relationships that can be signalled by the traditionally labeled tenses: i.e. Simple Present, Present Perfect, et cetera. With this theoretical description acting as a frame of reference, semantically descriptive statements are offered in regard to the facts of English usage.

In this study the term aspect refers to the progressive/non-progressive opposition in the English verb system. An understanding of this opposition is essential in the description of the semantic distinctions the system is capable of. In addition, basic classifications are offered for defining the lexical character of the verb.

It is sincerely hoped that the ESL teacher will find the study presented here a useful and informative resource.

87. HARMS, Marcia Jane. English as a Second Language and the Open Classroom. Chairman: J. D. Bowen.

Chapter 1 discusses some of the difficulties involved in defining an open classroom and describes several attempts that have been made at definition. Chapter 2 reviews some of the philosophical precedents of the open classroom and Chapter 3 looks at some of the historical precedents, with particular emphasis on the British infant schools as the inspiration for open classrooms in America. Finally, Chapter 4 examines the question of the relevance of open education for teachers of English as a Second Language.

88. HENNING, Grant Halewood. A Research Study in Vocabulary Learning: Literature, Experimentation, and ESL Lessons. Chairman: E. R. Hatch.

In order to determine whether second-language learners encode vocabulary in memory by families of associated meanings and/or interrelated sounds (acoustic and semantic encoding clusters), and to ascertain the correlation between these encoding parameters and language proficiency, seventy-five native and foreign students at UCLA were administered tests of STM vocabulary recognition and language proficiency. Fifty-nine of these subjects were selected about equally from among native speakers of English and each of the four proficiency-placement levels for foreign students studying English as a second language at UCLA. The remaining sixteen subjects were selected from among native speakers and students of the Persian language, to provide cross-validation for the study.

A sixty-item, STM vocabulary recognition test was designed to measure whether vocabulary recognition errors were more frequent when correct items were dispersed

among groups of semantically related, acoustically related, or nonrelated words. Results indicated that both semantic and acoustic recognition errors were significantly more frequent than nonrelated errors ($p<0.01$). Significant positive correlations ($r = .612, .675$) were found between language proficiency and the percentage of semantic errors. Significant negative correlations ($r = -.573, -.675$) were found between language proficiency and the percentage of acoustic errors.

The conclusion was reached that second-language learners do encode vocabulary into acoustic and semantic memory clusters. Learners at a low-proficiency level appear to register vocabulary in memory more by sound similarities than by related meanings; whereas, high-proficiency learners appear to register vocabulary in memory more by associated meanings than by sound similarities.

The study includes a review of related literature and suggested lessons for teaching ESL vocabulary.

89. ISEA, Ana Agustina. An American English Pronunciation Course for Venezuelan Students. Chairman: Marianne Celce-Murcia.

The final product of this study is a series of pronunciation lessons specifically designed for "Ciclo Básico Común" (the first three levels of secondary school) students learning English in Venezuela. Prior to formulating the actual lessons, a contrastive analysis of the phonological systems of American English and Venezuelan Spanish was made, as well as an error analysis of tape recordings made by Venezuelan students taking a diagnostic pronunciation test. These analyses helped pinpoint those areas of American English pronunciation in which speakers of the Venezuelan variety of Spanish have the most difficulty.

The lesson materials utilize--as far as is possible--the vocabulary and grammar contained in the official curriculum established by the Venezuelan Ministry of Education. Also included are a few sample pictures to illustrate some of the words used in the lessons.

This pronunciation course is intended to help fill the need for materials for teaching pronunciation in the first three levels of secondary school in Venezuela. It could be integrated into the English teaching program in Venezuelan schools through the annual seminars at which teachers present their ideas and experiences concerning teaching materials, methods, techniques, etc. The lessons

developed for the course could be used during the class periods set aside in the official curriculum for "trabajo oral".

90. ITOH, Harumi Terumi. A Child's Acquisition of Two Languages - Japanese and English.
Chairman: E. R. Hatch.

The author's main research problems were to observe (1) the process by which a young Japanese boy acquires English as a Second Language, (2) possible cross-language interactions or interferences between learning English and learning Japanese, and (3) the child's reaction toward the English-speaking environment and/or those who speak English.

The author's observation covered six months, beginning when the subject was 2 years and 6 months and ending when he was 3 years and 1 month.

The author had a chance to see the very beginning stage when the subject started speaking English and how he proceeded toward the spontaneous speech stage. She investigated the subject's English utterances from the view point of pronunciation, syntactic features, semantic features, language mixing, and code switching.

Regarding Japanese, it was difficult to see the acquisition process because after the subject began speaking English, he seldom spoke Japanese while the author was with him. The author, therefore, examined how Japanese affected the subject's use of English. After every observation the author wrote down the subject's behavior as well as his utterances. These data were used to show how the child grew psychologically.

91. JOHNSTON, Mary Virginia. Some Effects of Acoustic Information on Reading Comprehension.
Chairman: E. R. Hatch.

The reading comprehension of 68 non-native speakers was tested under four conditions of acoustic information: Treatment 1: no acoustic information; Treatment 2: information about stresses, provided by underlining stressed syllables; Treatment 3: information about pauses, provided by slashes in the text; and Treatment 4: total acoustic information, provided by a tape recording of the text. It was predicted that subjects' comprehension would be poorest on Treatment 1, and best on Treatment 4, with Treatment 2 and 3 falling

in between. Reading comprehension questions centered around ways subjects might grammatically mis-structure the text. Questions were divided into eight grammatical types.

Treatment differences occurred, but they were not extensive; nor were they in the directions predicted. Treatments 3 and 4 seemed to interfere somewhat with reading comprehension. In Treatment 3, the slashes which marked pauses probably obscured the punctuation. Subjects did frequently mis-structure the grammar of the text. It appears that punctuation marks helped subjects to structure the text correctly, but that grammatical markers did not. It is recommended that students be taught to make better use of both punctuation and grammatical markers when they read. The experiment investigated the effects of acoustic information on reading comprehension only on a one-time basis. It is recommended that further work be done to investigate the cumulative effects of practice with such information.

92. KIMENYI, Alexandre. Tense-Aspect Modality Systems in English and Kinyarwanda. Chairman: Lois McIntosh.

The present study compares verb forms of English and Kinyarwanda which express event time, give information about the completion or non-completion of the event or the action and modify the main verb. The results show the similarities and the differences between the relevant verb forms in two languages and enable us to predict which aspects of English might be a learning problem for Kinyarwanda speakers.

93. KLEINMANN, Howard Hugo. Transformational Grammar and the Processing of Certain English Sentence Types. Chairman: A. D. Cohen.

The study investigated the effect that nine different English sentence types (i.e., kernel, passive, negative, yes-no question, negative question, negative passive, passive question, negative passive question, and who question) had on the ability of three groups of subjects to process them: native speakers of English, native speakers of Hebrew, and native speakers of other languages.

Each subject was presented with 50 tape-recorded sentences, 10 kernel types and five of each of the other eight types. Each sentence was followed by a string of

eight words belonging to each of the following categories: animal, clothing, food, furniture, parts of the head, time, vehicle, and weights and measures. The subjects were given a list of the categories and told they could refer to it during the test.

Each subject was instructed that he was going to hear 50 sentences, one at a time, and that each sentence would be followed by a string of eight words. After each sentence plus eight-word string, he was to repeat the sentence verbatim and as many of the words as he could recall. The number of words recalled after each correctly recalled sentence was taken as a measure of the complexity of the sentence.

It was found that native speakers of English performed significantly better than either of the other two groups on each of the nine sentence types, indicating that nativeness in a language contributes to the ease with which certain sentence types can be processed in the language.

The result showing significantly fewer words recalled by native Hebrew speakers than other nonnative English speakers after negative, passive question, and negative passive sentences was explained by contrastive analysis (Levenston, 1970). Specifically, because the above English constructions are formed differently in Hebrew, native speakers of Hebrew had difficulty processing them in English.

When the nine sentence types were grouped into the categories active, passive, nonquestion, question, affirmative, and negative, it was found that for all three groups, passive, question and negative sentences were more difficult to process than their corresponding active, nonquestion, and affirmative counterparts.

This finding was consistent with the coding hypothesis which defines passives, questions, and negatives as syntactically more complex than actives, nonquestions, and affirmatives respectively. Furthermore, it offered empirical verification for introducing passives, questions, and negatives after their active, nonquestion, and affirmative counterparts in the teaching of English as a second language.

94. LAZGHAB. Salem. Tunisian Arabic and French Phonological Interference with English as a Second Foreign Language: Stress and the Phoneme /h/. Chairman: C. H. Prator.

This study is aimed at determining whether the native language, Tunisian Arabic, and the first foreign language, French, of Tunisian students interfere with their learning of the phonological categories of a second foreign language, English.

One suprasegmental feature, stress, and one segmental feature, the phoneme /h/, were chosen for the investigation. Based on a contrastive analysis of stress and the phoneme /h/ in the three languages above, as well as on empirical observations, three hypotheses were posited as follows: a) It is likely that there will be interference from French in the stressing of the English words similar to French (cognates). b) Interference from Tunisian Arabic will most likely obtain in the stressing of basic English vocabulary words. c) No interference from French is expected in the pronunciation of the English /h/ sound.

A test comprised of four groups of English words: English/French cognates, basic English words, nonsense words, and English words containing the graphemic symbol h, was constructed. Each word was included in a sentence. The test was administered to forty-seven secondary-school students in Tunisia. Each student recorded all the sentences on tape. The data was analyzed statistically by means of t-tests for grouped data.

The main findings strongly support the hypotheses stated above ($p < .0005$, one-tailed test). There is also inferential evidence from the data that mis-pronunciation is not totally due to the native and the first-foreign language. Other factors, perhaps psychological, seem to contribute as well.

95. LEE, Wai-Chun. Intrusions from Chinese in Compositions by Hong Kong Students. Chairman: Lois McIntosh.

This study is done on the assumption that people writing in a second language will, to a greater or lesser extent, carry their first language habits over in their writing. This is true of students learning to write in English, as they have not yet acquired such proficiency in English as to achieve a break-through from their first language.

This study attempts to analyse forms of expression used by Chinese students in their compositions which reflect certain style features in contemporary Chinese expository prose. English teachers tend to view these intrusions as oddities in style, unidiomatic constructions or grammatical errors. On the assumption that each language has a particular set of standards and restraints regarding writing, a test was conducted to find out how teachers of English would react to these forms. The test showed that teachers are more tolerant than text-book writers who advocate hard and fast rules of good language usage. It also showed that judging writing on the level of style, a highly subjective procedure, inevitably induces diverse opinions. However,

this study provided a useful list of stylistic features that might be expected from a Chinese student writing in English.

96. MONTGOMERY, Donna Marie. From the Back of the (Sylla)Bus: A Multicultural Approach to Teaching American Literature in the Secondary School. Chairman: Lois McIntosh.

The California state-adopted American Literature text for high school use has, for too long, neglected the stories of certain groups of people who contributed to this country's beginnings, especially those of the minorities, i.e., the Blacks and the Indians. The purpose of this study has been to develop a course outline for the teaching of 17th Century American Literature--the "Colonial Time"--to include tales of and about these early Americans who helped form the character of our nation.

It is hoped that this course outline and the material, teaching suggestions and activities for students presented herein will find practical application in the classroom and will result in providing today's students with a more thoughtful and tolerant view of their country and <u>all</u> its people.

The material chosen for this outline has been considered only for its capacity to interest and relate to high school students and their life experiences now. The suggested material will not, of and by itself, relate to <u>every</u> student in <u>every</u> class, but with the enthusiasm and imagination of the individual teacher, such a goal may be possible for <u>most</u> students of American Literature.

97. MUENCH, Margaret Stuart. Lecture Hall English: A Description and Implications for Material Preparation. Chairman: Lois McIntosh.

The majority of foreign students at UCLA study engineering, science, or business. This study attempts to show that the language used to deliver lectures in these academic areas differs from the language used in social science lectures.

Twenty upper-division, under-graduate lectures were tape recorded on the UCLA campus during the spring and fall quarters of 1972. Eight lectures were from the area of science (engineering, chemistry, and biology), nine were from the area of social science (history, psychology, and political science), and three were from

the area of business.

Fifteen minutes of each lecture were transcribed and the occurrence of various structures and expressions was analyzed. The verb phrase and the subordinate clause in the three lecture areas were analyzed in detail. A more general survey was made of relational expressions, expressions which introduce key ideas, colloquial, idiomatic, or specialized expressions, and expressions of sarcasm and other forms of humor.

It was found that the frequency of occurrence of many structures and expressions differed in the three lecture areas and sometimes differed from the language used in science textbooks as well.

A comparison was made between the structures and expressions which occurred most frequently in the lectures, and those which are presented in three current ESL textbooks for university students. In many cases, important structures were left out of the textbooks, or hidden in a list of other, less common structures. Suggestions for overcoming some of the deficiencies of these textbooks and planning supplementary exercises in lecture listening skills are presented.

98. NELSON, John Edward. Evaluating the Oral-Production Proficiency of Participants in an In-Service Teacher-Training Program in the Hashemite Kingdom of Jordan. Chairman: R. N. Campbell.

The Certification and In-Service Teacher-Training Institute (CITTI) is attempting to upgrade the qualification of teachers in elementary and preparatory schools in Jordan. CITTI trainees specializing in English follow a program designed to improve their proficiency in the language and their ability to teach it to Jordanian school children. This study is concerned with evaluating the CITTI trainees' acquisition of oral production skills in English.

For this purpose, three groups of subjects were tested: one consisting of CITTI English Specialists, a second composed of teachers having similar scholastic and professional backgrounds as the CITTI trainees but who were not participating in a language improvement program, and a third composed of full-time students specializing in English at Jordanian teacher-training colleges. The three groups were tested in October, 1972, to ascertain their relative standings and in April, 1973, to measure their relative improvement during the intervening period.

Two tests were developed for the testing dates. An objectively scored discriminate item test required

the subjects to produce specific phoneme, word-stress and intonation problems. A subjectively scored test elicited spontaneous speech segments from the subjects which were evaluated by teams of native-speaking judges.

The CITTI trainees showed greater proficiency in oral-production skill than the other groups on both tests although neither test recorded measurable variation between the three groups at the two testing times. The objectively evaluated test produced significantly reliable results. This was not true of the subjectively scored test.

99. NTEZIRYAYO, Antoine. A Critical Study of Two English Texts Designed for French-Speaking African Students. Chairman: Lois McIntosh.

The present study is predicated on the assumption that efficiency in foreign-language teaching is largely dependent upon the quality of materials used to teach it. An analysis is therefore being made of two English texts designed for beginning French-speaking African Students:

(1) "An English Course for French-Speakers (Book I)"
(2) "Passport to English (Book I)"

Much has been said and written about English as a Second Language. So far, however, very little attention has been paid to the question of teaching English as a Third Language. The first chapter sketches out the major issues connected with the teaching and learning of English as a third language.

An examination of some of the implications of transformational grammar for the preparation of language-teaching materials follows with emphasis on the notion of "transformations" and their relevance to structural sequencing in a textbook.

The third chapter attempts to apply the implications of transformational grammar to the structure of "An English Course for French-Speakers" and to reorganize Cartledge's material by bringing scattered structures together in sequential units.

In its final chapter, this study focuses mainly on the principles of the situational approach and their pedagogical implications. An assessment is made of the value of grammatical sequencing in a textbook and of the part played by contrastive analysis in the construction of foreign language materials. A substantial part of the chapter is devoted to the treatment of the major pedagogical shortcomings of situationally-based materials as seen through "Passport to English".

100. ROBINSON, Kathryn Jantsch. An Investigation of Communicative Competence. Chairman: R. N. Campbell.

The focus of this investigation dealt with a testing project of communicative competence. The test was administered to two groups of subjects who differed significantly in terms of their performance on a standardized language proficiency test. The intent was to ascertain whether there is a discrepancy between the performance of second language learners on communication tasks and a language proficiency test. The subjects' results on the Michigan Test of English Language Proficiency (MTELP; a discrete point test of language proficiency) were correlational analyses indicated that there was no significant correlation between performance on the MTELP and the communicative competence tasks which emphasized encoding, rather than decoding abilities. There was, however, a significant correlation between the MTELP and the decoding task of communicative competence. The analyses of variance indicated that the encoding tasks of communicative competence failed to discriminate between the groups; the decoding task, however, did discriminate between the groups. These findings suggest the following conclusions: (1) The MTELP is primarily a test of linguistic competence and does not evaluate the other abilities which are involved in communicative competence (e.g., ability to be explicit, elaborate adequately, make inferences and to be sensitive to the demands of a communication situation); (2) the development of linguistic and communicative competence do not seem to necessarily parallel each other; and (3) the decoding process appears to be more closely associated with the discrete-point approach to language proficiency testing than is the encoding process.

101. SO, Nguyen Van. The Semantic Interpretation of Infinitives and Gerunds as Sentential Complements. Chairman: Marianne Celce-Murcia.

This thesis investigates the possibility of a semantic contrast between infinitive and gerund complements after those verbs in English which can take both forms; where such a contrast exists the thesis is also concerned with how to account for it. To test this contrast, an experiment was developed to examine the validity of the parameters proposed by linguists and grammarians for the differentiation of the two constructions.

The free-choice selection technique was used. For each verb with which a particular principle was

tested, a pair of test sentences was constructed to embody the conditions most appropriate for activating any possible latent contrast between the Verb + Infinitive and the Verb + Gerund Constructions. The purpose was to create for each verb two plausible contexts such that a preference for the infinitive could be predicted in one particular principle.

The test was administered to 232 native speakers of American English. The results indicated that they did make a significant distinction between the infinitive and the gerund after "remember", "forget", "regret", "try", "sense", and "prefer". After the emotive verbs "hate", "love", "like", the aspectual verbs "begin", "start", or after "imagine", "report", the distinction was not as clear and well established. The evidence also suggested that when a semantic contrast was activated, it could be accounted for in terms of a distinction discussed by Bolinger: hypothesis or potentiality versus reification. Following this distinction, the infinitive refers to something projected, hypothetical, potential, or unfulfilled, whereas the gerund refers to something factual, concrete, real, or fulfilled.

102. SUWATTHIGUL, pimpaporn. Thai Students' Performance in the Usage of Modal Aluxiliaries in English. Chairman: A. D. Cohen.

The study sought to investigate the errors in the usage of modal auxiliaries in English made by Thai students. A series of tests concerned with English modal auxiliaries was administered to a random sample of twenty-five Thai students and twenty-five other foreign students in the Los Angeles area.

Two independent variables were considered before the sample selection was made. These two variables were: 1) the number of years spent studying English, and 2) the number of years spent living in the United States.

To analyze the Thai students' errors and determine the causes of difficulties for them, the errors made by Thai students were compared and contrasted with the errors made by other foreign students. The error analysis was based on two factors: 1) intralingual errors - errors shared by both the group of Thai students and the group of other foreign students, and 2) interlingual errors - errors found only in the group of Thai students.

The intralingual errors were analyzed from the standpoint of confusing aspects of the English language on the assumption that therein lay the source of the difficulty. The interlingual errors were analyzed from the standpoint of the contrastive analysis between Thai and English, which has been presented in this thesis.

The results from the tests indicated, first, that there was no significant superiority of other foreign students over Thai students in the use of English modals; i.e., difficulties with English modal auxiliaries were, on the whole, shared by both groups of students tested. There were, however, some errors that appeared to be specific to one of the two groups. Second, the Thai students made many mistakes that were beyond the evaluation of the contrastive analysis between English and Thai modals presented.

The error analysis as presented in Chapter V of this thesis suggests that the English modals that caused difficulties both for Thai students and for other foreign students were "may - might" in the sense of "possibility"; "ought to" in the sense of advisability"; "must" in the sense of "appeal" and "inference". The English modal that caused particular difficulty for other foreign students was "ought to" in the sense of "obligation". The English modals which were particularly difficult for Thai students were "would" in the sense of "request"; "can - could" in the sense of "possibility"; "could", "would" in the sense of "non-actuality"; and "could", "would", "might" when they were changed from "can", "will", "may" respectively by the sequence-of-tense rules. Implications of the study and recommendations for further research were also made.

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103. ADAMS, Marilyn Sue. Second Language Acquisition in Children: a Study in Experimental Methods: Observation of Spontaneous Speech and Controlled Production Tests. Chairman: E. R. Hatch.

This thesis deals with the linguistic development of ten native Spanish-speaking children in the process of acquiring English as their Second Language. It includes material collected during the kindergarten and first grade. The original purpose of the study was to describe how they acquired the AUX system in English and the variations involved in three different sentence types: negation, yes-no questions, and wh-questions. The AUX system is defined in the transformational framework as in Chomsky (1965) and in introductory texts such as Liles (1971). This information was to be gathered through observation of the subjects' spontaneous speech, assuming that their production would reflect their stages in language acquisition. As the research progressed, however, it became evident that under the conditions

which the data had to be collected it was not possible to obtain enough free speech samples at frequent and regular intervals. As a result, the focus of the study shifted to experimentation with different means of data collection. The Berko test of English morphology (1958) and the Kernan and Blount test of Spanish morphology (1969) were given in the sixth month of the study. Berko's test proved more successful in drawing out the subjects' knowledge of inflectional affixes than did Kernan and Blount's Spanish version. An elicited imitation test, and a translation test from Spanish to English were administered in the nineteenth month to see if the data collected by either would reflect patterns in AUX usage similar to those observed in the subjects free speech. The results on both tests corresponded very closely to those obtained through observation of spontaneous speech.

104. BAND, Ora. Selected Readings in English for Hebrew-Speaking Students. Chairman: Marianne Celce-Murcia.

This M.A. thesis is primarily an English reader for Hebrew-speaking students who are college freshmen at an Israeli university. The reader aims to reacquaint the Israeli student, who has been away from intellectual studies for 2-3 years while serving in the Israeli armed forces, with English and introduce him to the practice of reading English literature on his own with understanding and enjoyment.

In chapter one of the thesis are established the rationale and criteria used in making the selections for the reader:

A. The selections should have been originally written in English.

B. The style of the literary works should have relatively easy vocabularies and uncomplicated grammatical structures.

C. The selections should be restricted to two genres: the short story and poetry.

D. Each short story should be less than ten pages.

F. The selections should be chosen for their appeal to contemporary students in that they deal with real, universal problems, timeless subjects like love and death, and human relations.

G. The selections should be thought provoking.

The stories and poems represent a diversity of subjects and writing styles which should appeal to a variety of Israeli students. A final selection--12 stories and 8 poems--was made after consulting with ten Israeli graduate students studying at U.C.L.A.

Chapter two of the thesis gives specific suggestions as to what procedures a teacher might follow in presenting the poems and stories in the reader to a class. The remainder of the thesis is the reader itself.

105. BHUKKARAT, Smornrat. Proposed Method for Teaching Language and Culture. Chairman: Andrew D. Cohen.

The inculcation of cultural awareness has long been recognised as an important and inseparable part of language instruction. However, little or no effort has been expended thus far toward the teaching of cultural understanding in most language teaching programs. This thesis suggests a program which would remedy this lack. Its purpose is to base English teaching materials on key areas in American culture. The program is written for Thai students at the English Language Center, Bangkok, Thailand, which offers an intensive course to graduate students and government officers who are preparing to study abroad, particularly in America. The materials will simultaneously teach language and engender students' awareness of aspects of American culture. The course proposed will accordingly serve as an orientation to American society and ease students' academic and social problems in America.

Two studies helped to pinpoint the most relevant areas for the project: Chitra Tiawphaibul's study, How Thai Students See America, and the author's own research with Thai students and returned Peace Corps Volunteers from Thailand. The information accumulated from both studies suggested areas of conflict between the Thai and American cultures which are recommended as a basis for preparing curriculum materials.

Videotape dramatization coupled with student role-playing was selected as a promising strategy to convey the lessons. A special lesson format is structured to present language instruction within the framework of cultural situations. Finally, sample lessons are presented for 3 cross-cultural areas which involved the most troublesome conflicts between the two cultures.

106. BOYD, Patricia Anne. Second Language Learning: the Grammatical Development of Anglo Children Learning through Spanish. Chairman: Andrew Cohen.

Traditionally, the focus of second language research has been on teaching methodology rather than on the learner's sequence or strategies. Recently it has been hypothesized that second language learning in children is similar to first language learning. The purpose of this study was to further investigate this hypothesized similarity.

The subjects were the twelve remaining students in the Pilot class of the Spanish Immersion Program at Linwood Howe School in Culver City, California. The following six tests were used to elicit spontaneous speech in Spanish and to test for Spanish morphological rules: Spanish Morphology I, Spanish Morphology II, the Bilingual Syntax Measure, an Oral Storytelling Measure, a Repetition task, and a Reflexive Elicitation task. Spontaneous speech was also recorded and five hours of teacher language in the classroom was taped. A detailed error analysis was performed on the elicited natural speech data.

Results indicated that subject-verb number and person agreement, adjective-noun gender and article-noun gender were tenacious morphological problems. Object pronoun omission and misuse, and the expression of tense were other problem areas. The low frequency of object pronouns and tenses other than present in the teacher input data correlated with the children's problems in these areas.

In conclusion, error analysis revealed systematic errors and common strategies used in the acquisition of the second language. Teacher input was an important factor in the late acquisition of object pronouns and tense forms by the subjects. Planned language manipulation might be needed to negate the effect of teacher language. There were some similarities between first and second language development data, but the differences tended to disconfirm a strong version of the L1-L2 hypothesis. A variety of factors must be considered when explaining second language learning problems, including the syntactic, semantic, and phonological complexity of the language being learned, input frequencies, and the learner's cognitive maturity, motivation, attitudes, and expectations. Regardless, language learning is a process which seems to be characteristically similar for learners of all ages and backgrounds.

107. BROWN, Virginia Lee. Use of the Semantic Differential to Compare Native Arabic Speakers' Concept Meaning with That of Native English Speakers. Chairman: R. N.Campbell.

The American University in Cairo (AUC) has a post-graduate Management Program in which English is the medium of instruction. It consists of three levels: English Language Institute management English classes; Diploma; and, Master of Arts. Entering students may lack proficiency out of the first level. The groups of AUC students are those:

A. taking English

B. in the Diploma who took English

C. in the Diploma who did not take English

D. in the M.A. who took English

E. in the M.A. who did not take English

Two identical semantic differentials in English and Arabic consisting of nine management (problem solving, competition, planning, research, managers, computers, mathematics, bureaucrats, and supersion) and nine non-management concepts (men, women, policeman, religion, foreigners, money, people in general, automobiles, and politics) were administered. The English version was administered to a control group of native speakers.

The responses of Groups A-E compared with those of the control group by using the rank-correlation coefficient formula and by computing the t values. The following null hypotheses were confirmed:

1. There will be no relationship between the subjects' responses and attendance in the special ELI management English classes.

2. There will be no relationship over time in changes in the English concept meaning and changes in the Arabic concept meaning.

Observations:

1. On the Evaluative scales, Arabic and English concept meanings AUC subjects hold for management concepts are more isomorphic than those they hold for non-management concepts.

2. The AUC subjects tended to load on the positive portion of the scale. Overall, the control group tended to mark the positive and neutral portions equally.

108. BROWNING, Gari Louise. Testing Pronunciation Indirectly: An Experiment. Chairman: J.D. Bowen.

Adequate procedures for assessing oral proficiency of ESL students have not been developed. In spite of its weaknesses, the oral interview is still the most widely accepted means of testing speaking ability. A more objective test of oral proficiency is needed. One approach to this problem is testing oral skills of ESL students indirectly through listening.

Two related studies, Villarreal (1969) and Weissberg (1971), experimented with an indirect measure of speaking ability which required the ESL students to rate taped speech segments as either native or non-native English. The present study also attempts to measure oral ability by having the student rate speech segments, but instead of using "native" and "non-native" the student must rate only the pronunciation of the segments on an equal-appearing interval scale.

Thirty-six subjects (5 native-English speakers, 11 Spanish speakers, 10 Japanese speakers, and 10 mixed language speakers) rated a total of twenty taped speaking and reading segments for pronunciation. This test was correlated with how expert judges had rated the thirty-six subjects on their reading pronunciation, and speaking pronunciation. The correlations arrived at were as follows: accuracy-in-rating and speaking pronunciation was .50, while accuracy-in-rating and reading pronunciation was .68. The correlation between accuracy-in-rating and reading pronunciation is nearly high enough to warrant testing pronunciation by the indirect method outlined in this study. It certainly demands some attention and further research.

109. CHIBA, Shun-ichi. Problems in the Acquisition of English Prepositions for Japanese Students.
Chairman: Marianne Celce-Murcia.

The purpose of the author's study is to identify some specific problems Japanese ESL students have with English prepositions.

The author reports the results of a diagnostic test which was taken by a total of two hundred tenth graders in Japan. The subjects of the test were one hundred Kita High School students, and one hundred Nanzan High School students. A total of twenty-five meanings of the nine most frequent English prepositions were tested. The nine English prepositions are:

at	by	for
in	of	on
from	to	with

The presentation of the twenty-five prepositional meanings in the textbooks used at the junior high school level by the students who took the diagnostic test is also evaluated. The Kita High School students used the texts New Prince Readers Book 1 and Book 2 and New Horizon English Course Book 3. The Nanzan High School students used the following texts: The New Junior Crown English Course Book 1 and Book 2 and Total English Junior Crown Series 3.

After comparing the test results with the presentations of the prepositions in the two sets of textbook series mentioned above, the author offers some suggestions as to how the twenty-five selected meanings of the nine English prepositions could be taught more effectively to Japanese students studying English as a Second Language.

110. CRUZ-CARDONA, Victor Euler. Using Television to teach Reading Skills to University Level English as a Second Language Students.
Chairman: E.R.Hatch.

The acquisition of reading comprehension skills of fifty university level foreign students was tested

under three different instructional treatments:

Treatment 1 : All-video instruction,
Treatment 2 : Face-to-face instruction,
Treatment 3 : A combined approach of half face-to-face and half video.

The author of the study predicted that:
(1) there would be significant gain in subjects' ability to perform five closely differentiated reading skills, at the end of the instructional treatment;
(2) reading comprehension scores would correlate highly with each of the five reading skills being tested;
(3) gain scores for the All-video treatment would be as significant as those for the Face-to-face treatment; and
(4) gain scores for the Combined treatment would be significantly better than those for the All-video treatment, and as significant as those for the Face-to-face treatment.

Four half-hour video-taped lessons were prepared for the study. The corresponding instructional materials were also prepared. A Reading Comprehension Test with two forms - pretest and posttest - was also constructed for the experiment.

A highly significant ($p<0.001$) gain was found by the author for each of the instructional treatments. No significant treatment differences occurred in the experiment. It appears that the effects of the third treatment, the Combined Approach of half-face-to-face and half video, proved to be as significant as those in the All-video and Face-to-face treatments.

It is suggested that an instructional approach similar to the Combined strategy used in this study be used as a means of lightening the academic workload of university teachers of English, and of increasing the number of students benefited by reading classes, at the same time.

111. EPTING, Richard Samuel. An Analysis of the Language Laboratory in Second Language Teaching. Chairman: Thomas P. Gorman.

Language teachers in the field of English as a Second Language (ESL) have begun to question whether any pedagogical value can be derived from language laboratory use. At UCLA this trend is clearly evident, for the ESL language laboratory is seldom used, and neither the staff nor the teaching assistants of the ESL Department are involved in developing language laboratory materials. This de-emphasis of the language laboratory as an instructional tool, and the scarcity of quality laboratory materials has created a problem for many American campuses, including UCLA, for the ESL language laboratory is not being effectively utilized.

Because of the tremendous amount of bibliographic material that is available on the language laboratory, the author examined the problem from several different aspects such as historical background, analytical and bibliographic analysis.

First, the language laboratory's present status was defined by the author. The relationship between language laboratory hardware and software was also established. This relationship was further analyzed in the context of the laboratory's history; and the various reasons for the laboratory's limited success in ESL instruction were provided.

Next, the language laboratory's advantages and limitations were discussed by the author. Guidelines for preparing laboratory materials were developed by the author, based on the results of a questionnaire given to ESL teaching assistants in the ESL department at UCLA.

A separate section of the thesis dealt with the teaching of listening comprehension in the language laboratory. Two teaching experiments were carried out by the author. Some interesting laboratory programs which exemplified many of the previously mentioned guidelines were provided as models for future language laboratory use.

From the evidence that is provided in this thesis, it is clear that the language laboratory has a definite role in the ESL curriculum if an effort is made to

develop high-quality materials that are appropriate to the ESL students' learning needs.

112. HAMEL, Paul Joseph. English of Science and Technology: An Overview and Textbook Evaluation.
Chairman: C. H. Prator.

The experience of teaching English to students of science and technology can be very frustrating, especially for someone newly introduced to this specialized branch of ESL/EFL. This study is meant to serve as an overview of English of Science and Technology (EST) for researchers or for those who might find themselves in a difficult teaching situation.

Half of this thesis is a descriptive study of the nature of EST and of some of the problems that prospective teachers might find in teaching EST. The remainder is of a practical nature. It is concerned with the materials used in EST classes and the evaluation of EST textbooks.

Chapter One sheds some light on the nature of EST, its development over the past three decades, and what has been written about it. Chapter Two is the description of a survey which was made to collect information about the size of EST programs, EST curricula, EST materials, and teacher training. Chapter Three exposes some selected linguistic structures and vocabulary that can be of practical value to EST instructors. Chapter Four attempts to explain some of the problem areas of EST. The three main areas discussed are policy making, the administration of EST programs, and cooperation and research. Chapter Five presents a list of criteria that are relevant for the selection of EST textbooks. These criteria serve as the basis of the textbook evaluations in the following three chapters, and can be used as a standard by which instructors can easily evaluate and compare other EST textbooks. Chapters Six, Seven, and Eight consist of the evaluation of three EST textbooks:

(a) A Course in Basic Scientific English by J.R. Ewer and G. Latorre.
(b) The Structure of Technical English by A.J. Herbert,
(c) The English We Use For Science by R.A. Close.

Chapter Nine is a comparative evaluation of the three textbooks above. The last chapter, Chapter Ten, lists some recommendations and suggestions regarding EST teaching.

113. HUSSEY, Thomas Jefferson. The Attitudes of Chinese-American High school Students towards Speakers of Cantonese, English and Mandarin. Chairman: R. N. Campbell.

In an experiment based on the matched-guise language attitude technique developed at McGill University by Wallace Lambert and his students, fifty-eight Chinese-American high school students of both sexes were tested for their reactions to four bilingual female speakers, two speaking English and Cantonese and two speaking Mandarin and Cantonese. The subjects were not told that they would hear each speaker more than once and were asked to indicate their responses by evaluating each guise on a semantic differential rating sheet containing thirteen bipolar traits. The subjects were also asked to guess each guise's age and occupation.

The combined English guises were evaluated more highly than their Cantonese counterparts, especially in those trait areas relating to success in life and to physical appearance. The Mandarin guises achieved overwhelming statistical superiority over the Cantonese guises in all trait areas. The evaluations of the guises' occupations tended to corroborate the trait ratings. The perceived ages of the guises showed no gross correlation with the trait ratings.

In a final section the results of this experiment was evaluated within a context of the inherent strengths and weaknesses of this type of experiment and suggestions were made for the replication of this particular study in other areas of Los Angeles and in Hong Kong. The value of this study to the teaching of English as a Second Language was also discussed.

114. KATZ, Linda Fine. The Evolution of the Pachuco Language and Culture. Chairman: J. D. Bowen.

In this thesis, the author attempts to provide an insight into the culture and "language" of the Batos-Locos (literally, "crazy guys") of the Chicano community, by means of an analysis of a historically older group of boys/men, the Pachucos. Who were the Pachucos? What was it they represented? Answers vary. To discern the truth of these and other questions in relation to the Batos-Locos of today was a primary goal of the author's study.

Of equal importance, was an investigation of the linguistic features, geographical sources and social

functions of the Pachuco/Bato-Loco lexicon, termed caló. In addition, a comparison between the caló of the Pachucos with that of the Batos-Locos received major consideration and emphasis. In this regard, a list of one hundred and fifty-nine terms, chosen from among the earliest published studies of the caló, was submitted to each of thirteen informants who were asked for a definition as well as an approximation of the current use of each of the terms. The results were then collated and compiled into a dictionary listing which was then checked against a number of related lexical studies.

Finally, an original story written by an informant entitled "La Vida de un Bato-Loco" offers both an insight into the psychology of a young Bato-Loco as well as a number of caló terms not previously recorded in academic literature.

115. KAVNER, Nora Bonnie. Communication Skills in the ESL Classroom. Chairman: Lois McIntosh.

In this investigation, a method of teaching language as communication was developed in order to encourage linguistic flexibility and situational sensitivity. Support for this approach was drawn from research on communication from four disciplines. This provided a means of relating material on communication from various social sciences to English as a second language. The information found made it possible to delineate four target components of communication, each representing an aspect of the communication process considered essential to the ESL student.

The four components represent the basic subdivisions of a developmental taxonomy of communication skills for use within the ESL classroom. For each skill area, a number of classroom activities were designed to motivate students to communicate. Each activity was explained fully, in terms of equipment, procedure, and recommended skill level. Projects, games, and group interactions were stressed for three reasons: 1) The activities are process oriented and can be expanded into complete units if desired, 2) The activities require active participation on the part of the student, and 3) The activities provide a great variety of communication events.

116. Khampang, Phon. Thai Difficulties in Using Some Selected English Prepositions. Chairman: E. R. Hatch.

This study investigated three questions: 1) how similar or different are Thai and English prepositions of time and place? 2) do Thai students have greater difficulty learning English prepositions or are prepositions equally difficult for all students learning English as a Second Language? and 3) are certain prepositions more difficult than others depending on the students' first language? The prepositions investigated were at, by, for, from, in, on and to.

First, a contrastive analysis and a "translation" task provided information on how English and Thai prepositions differ. Second, a three-part test was constructed (subtest to whole-test r = .80 to .90; test reliability K + R 21 = .87). The test, after revisions for item difficulty and item discrimination, was administered to 169 subjects: 40 Thai, 48 Japanese, 38 Spanish, and 45 Other.

The analysis (ANOVA) showed no significant difference in the groups on total scores; all four groups had difficulty with English prepositions. Error analysis showed, however, that Japanese students had specific problems with 1 preposition item, Spanish with 5. There were no items that were specifically Thai problems. Rather, their problems with prepositions were shared by all groups. 10 items were difficult preposition problems for Thai speakers as well as for the other groups.

The results show that while English and Thai preposition systems contrast in many ways and predictions can be made based on these contrasts, error analysis was just as effective in showing problems Thai students have with English prepositions of time and place.

117. KNYPSTRA, Aimai Boyce. An Investigation of the Responses of Some Non-Native Speakers of English to Four Humorous Short Stories. Chairman: Thomas P. Gorman.

Much research has been done on the responses of native speakers of English to literature, but there is little information currently available on the responses of non-native speakers to literature in English. Since humor is often thought to be culture-bound, this study

was undertaken in the attempt to determine if cultural barriers or interferences could be isolated and shown to be factors that caused misunderstanding and misinterpretation of humorous literature in English by non-native speakers.

This study used four humorous short stories by American authors to elicit responses from 26 non-native speakers. Chapter I describes the procedures used; Chapter II provides critical analyses and interpretation of the stories, with particular reference to those areas of humor which were thought to be of especial difficulty for non-native speakers because of cultural differences between the authors and this group of readers; Chapter III examines the questionnaires used to elicit responses to the stories; Chapter IV analyzes the responses and presents conclusions about the hypotheses that were formulated in Chapter II; Chapter V presents suggestions to the ESL teacher regarding the selection, preparation, and presentation of materials for the non-native speaker, with particular reference to the four short stories used in this study.

118. KURZDORFER, Christian Kurt. Problems in Translating a German Short Story into English: A Comparative/Contrastive Analysis. Chairman: Thomas P. Gorman.

This study investigates linguistic, cultural, and stylistic problems in translating from German into English. The purpose of the study is two-fold: a) to find out what the specific problems of translation are in a particular text, and b) to obtain data from comparative/contrastive analysis that will be useful to students and teachers of foreign languages in general and of English and German in particular.

In chapter one, the problems connected with the translation of literature are explored and discussed in the light of relevant writings on the subject. The procedures of the present study are outlined: a) translation of a German short story into English; b) analysis of linguistic problems of translation; c) discussion of cultural contrasts; d) conclusions and application of translation in the teaching of foreign languages. Chapter one also contains a general introduction to principles of translation.

Chapter two is based on the comparative/contrastive analysis of linguistic problems encountered in connection with the translation of "Wer ist das Opfer von wem?", a short story by Eva Zeller. Separate

sections deal with problems related to lexical items; idioms, figurative language, and turns of speech; slang, vulgarisms, and colloquialisms; grammar (with sub-sections on tense, mood, gender, number, sentence structure, punctuation, and other features); and "untranslatables." Each section contains a comprehensive inventory of examples culled from the text and listed in both languages, as well as a discussion of the difficulties related to the translation of the respective linguistic elements.

Cultural differences between German and American society are explained in chapter three. The analysis is restricted to those cultural features that are related to the short story under discussion and that can be expected to influence the foreign reader's understanding of it.

The concluding chapter is divided into two sections: a) the effects of translation on literature, a discussion based on a synthesis of data and insights gained from the study as a whole, and b) applications of translation in the teaching of foreign languages, an examination of the role of translation as a pedagogical device. In the appendix, the German original of the short story and its English translation are included in full.

It is stated in the conclusions that the effect of translated literature on the foreign reader is no longer the same as that of the original on the native reader. The reactions to translated literature tend to be different even though its impact as literature may be no less profound. Since connotations and affective meanings of verbal expressions are seldom if ever identical in two languages, they do not elicit identical responses and associations from speakers of different languages, whose cultural experiences differ. This is the main reason why translations do not succeed in conveying the same meanings as the original. However, it is possible to arrive at fully idiomatic translations which sound natural to a reader of the target language and which have not necessarily reduced the literary quality of the original work.

119. LANDSBERG, Marcus Lester. Argot of the Gambling Subculture. Chairman: E. R. Hatch.

The research problem of this thesis entailed compilation, definition and analysis of argot presently prevalent in the gambling subculture of the United States.

Concentration exclusively upon general gambling terms as well as poker, craps, and horseraching argot items was necessitated by the enormity of the subject matter.

An argot item recognition questionnaire was constructed in order to ascertain the degree to which gambling argot has become incorporated into the store of knowledge garnered by the inner city student.

Argot items were collected from literature, area specialists, gamblers and personal experience. Several years of research in and around the gambling subculture yielded to me the vital contacts and background necessary to analyze their argot.

The research resulted in an up-to-date lexicon of nearly one thousand argot items from the gambling subculture. A second product of this thesis is the first analysis of the argot of the gambling world. And the third tangible offering of this work is the gambling argot recognition questionnaire.

120. LEBACH, Susan M. A Report on the Culver City Spanish Immersion Program in its Third Year: Its Implications for Language and Subject Matter Acquisition, Language Use, and Attitudes. Chairman: Andrew D. Cohen.

In the fall of 1971, a Spanish Immersion Program was initiated at the Linwood Howe Elementary School in Culver City, California. At that time, a group of monolingual English speakers were taught the regular kindergarten curriculum entirely in Spanish. The original (Pilot) group which began the program in 1971 were in Grade 2 at the time of this study. There were Follow-Up groups at the kindergarten and first-grade levels.

This study focused on the Pilot group at the second-grade level and the Follow-Up group at the first-grade level. The major research questions examined were:

1. Are the students suffering a deficit in English oral and reading skills?

2. How are the students progressing in Spanish oral and reading skills?

3. Are the students achieving at grade level in a non-language subject matter, i.e., mathematics?

4. What are the attitudes of the participating students, teachers, and parents toward the Spanish Immersion Program?

The following instruments were administered for the purpose of evaluation:

1. The Inter-American Tests of Reading, Spanish and English versions.

2. The Bilingual Syntax Measure, English and Spanish versions.

3. The Cooperative Primary Test of Mathematics.

4. Student Interview Form.

5. Teacher Interview Form.

6. Parent Questionnaire.

The findings indicated:

1. The students were not suffering a deficit in English oral or reading skills.

2. The students were progressing satisfactorily in Spanish oral and reading skills.

3. The students were achieving at grade level in mathematics.

4. The students were developing positive attitudes toward the Spanish language and culture, and toward foreign language learning in general. Both the Immersion teachers and parents strongly supported the program and advocated its continuation.

121. LIM, Ho-Peng. An Error Analysis of English Compositions Written by Malaysian-speaking High School Students. Chairman: Thomas P. Gorman.

The purpose of the author's thesis is to analyse the recurrent errors made in 100 English compositions written by a representative group of fifty Malaysian-speaking High School students. Each of the students was asked to write two compositions, a "picture composition" based on a sequence of four pictures, and a "free composition" based on selected topics.

The errors were categorized into major error types with sub-categories for each major category. The frequency count of all the errors was made and a classification scheme appropriate for the writing errors was

drawn up. A full list of error types and frequencies with examples was also drawn up, and an analysis of the errors was made.

The analysis of the errors in terms of grammatical features enables this study to provide information that could be used to construct teaching materials pertinent to the needs of the Malaysian ESL learners. After the discussion and exemplification of the major error types, some suggestions were made as to how the teaching of composition could be carried out more effectively to Malaysian High School students of English as a Second Language.

122. MAITRE, Sylvia Ethel. On the Representation of Second Languages in the Brain. Chairman: Lois McIntosh.

The purpose of this thesis was to investigate the representation of second languages in the brain. The means of measuring a learner's knowledge of a second language in relation to that of a native speaker have centered around standard proficiency and achievement tests that attempt to determine linguistic competence by judging performance factors, and are thereby incomplete by their very design.

In the study of hemispheric differences in the normal functioning brain, the dichotic listening technique has become established as a process for determining the degree of lateralization an individual possesses in regard to specific stimuli; it thus provides an independent measure of linguistic competence.

The procedure followed in this investigation was to first investigate the available literature concerning the neurology and neurophysiology of speech and language in first and second languages, the auditory processes involved in listening, and finally, past dichotic experiments to provide the necessary background for developing, executing and evaluating the dichotic experiment.

The results of the experiment on the representation of second languages tend to show that first and second language words are not lateralized to the same degree, and may involve a wider range of neural mechanisms than first and second language sentences which showed no significant difference in their degree of lateralization.

Based upon the literary research and the findings of the dichotic listening experiment, possible neurophysiological implications for English second language teaching were given.

123. McBRIDE, Kenneth Niles. An Analytical Evaluation of the Lexicon of an ESL Testbook. Chairman: C.H. Prator.

The evaluation focused on the lexical input and lexical presentation of the ESL textbook, A Course in Current English. The purpose of the investigation was to synthesize a wide range of criteria for ESL lexical analysis and to apply them to the textbook--currently undergoing revision.

New lexical items in the textbook were analyzed according to the following criteria: (i) word frequency, (ii) word class, (iii) thematic coverage, (iv) use of cognates, (v) extensiveness (i.e., word building potential), (vi) cultural intelligibility, (vii) entry rate of new lexical items, (viii) re-entry rate (i.e., repetition), and (ix) methods of lexical presentation.

The new lexical items were tabulated on work sheets to determine their relationship to the above criteria. A computer-processed concordance of all lexical items in four sample units was created to assist in the analysis.

The textbook evaluation revealed that the authors gave careful attention, in general, to the lexical principles of foreign language acquisition (e.g., gradual introduction of new lexical items).

Recommendations for the revision of the textbook's lexicon were suggested along with recommendations for further research.

124. McKINLEY, Clark Anthony. A Study of ESL Reading Difficulties and Their Possible Effects on Academic Achievement: Chairman: T. P. Gorman.

The Nelson-Denny Reading Test was administered to 155 freshman students at Nairobi University in Kenya and 26 other non-native speakers of English at UCLA. The comprehension, vocabulary and reading rate subtest scores were correlated with the Nairobi subjects' final examination scores over three years. Furthermore, the comprehension subtest results were subjected to an error analysis to identify possible ESL reading difficulties. Finally, 75 of the subjects completed a questionnaire about their reading difficulties, and the reading performance of 26 Nairobi students who took a reading course was considered on the basis of pre- and post-testing of reading skills.

It was found that subjects' reading scores in vocabulary, and to a lesser extent comprehension, correlated significantly with scores in philosophy, literature and history. No correlation of significance was found for reading rate. The explicitness of content questioned in the reading passages appeared to have the most significant effect on comprehension scores, and to a lesser extent, the frequency of relatively difficult vocabulary. The effect of syntactical complexity on comprehension was unclear. Subjects indicated that vocabulary was a predominant deficiency and that they could benefit by special reading instruction. Such instruction given students at Nairobi appeared to result in significant improvement in reading test scores.

125. MICHELSON, Shifra Etta. An analysis of the Phoneme-Grapheme Correspondence in the Spelling of English Monosyllables by Adult Israelis. Chairman: J. D. Bowen.

Two assumptions are tested in this study:

a) that adult Israeli speakers of Hebrew depend on the pronunciation of words when spelling in English and will tend to use regular phoneme-grapheme correspondences; and

b) that when adult Israelis spell English words, they may allow one spelling of a phoneme to influence the spelling of another occurrence of the same phoneme under conditions of suggestion implicit in recency of exposure.

Subjects for the study included 24 adult Israelis presently residing in Los Angeles and a control group of twelve native speakers of American English enrolled in a spring 1974 Subject A English class at UCLA.

The study covers monosyllabic words only (to simplify variables) and includes five nonsense words on the three spelling quizzes to test the second assumption. Data consists of the results of two two-part sound discrimination tests and three 20-word spelling quizzes, administered from a tape recording in random order and with a minimum of two days in between quizzes. In addition, subjects were tape recorded reading the original diagnostic passage from Clifford Prator's Manual of American English Pronunciation for the purpose of analyzing how Israelis produce in speech what they see in writing.

An error analysis was made of eleven UCLA English Language Placement Examinations (ELPE) taken by Israelis during the 1971-72 school year as well as six free compositions written by Israelis in an advanced composition class at UCLA. On the basis of this analysis and of a contrastive analysis of the English and Hebrew sound systems, the sound discrimination (SD) tests used in this study were designed. The three spelling quizzes were based on the error analysis and the results of the SD tests.

It was found that Israelis do tend to use phoneme-grapheme correspondence when spelling in English, but that representation of vowels is confused, perhaps due to a lack of familiarity with English spelling patterns and application of rules. Further, Israeli English (IE) vowel representations seem to reflect IE pronunciation.

There appears to be very minimal influence of one spelling of a phoneme on a different spelling of the same phoneme, even when the two syllables occur in close proximity to each other.

IE performance on the sound discrimination tests is different from IE performance on the spelling quizzes to the extent that failure to discriminate between closely related sounds in Native English (NE) pronunciation does not seem to be a major source of IE spelling error. Rather, IE spelling errors appear to be due to IE mispronunciations in English, confounded by meager knowledge of the regular patterns of English phoneme-grapheme correspondence.

Teachers of English in Israel would be advised to devote more attention to instructing their students in the appropriate application of the various phoneme-grapheme correspondences and basic spelling rules available to them.

126. MITHAL, Gita Singh. English-Language Teaching at Christ Church College, Kanpur, India. Chairman: John Povey.

Statement of the Problem.

This thesis examines the areas of the Indian government's policy on English language teaching, and the approach to English language teaching at Christ Church College.

The aim is to discover by comparing policy with practice, whether the government policy on English-

language teaching has had any effect on Christ Church College, and whether it corresponds with need expressed by students.

Method.

The author collected information on the government policy on the position of English at a) the national level from official documents on parliamentary legislation on the official languages of India, and b) the level of higher education from data collected by government-sponsored study groups on English-language teaching. The author studied English-language teaching at Christ Church College in three parts by:

i) analysing some text-books used in the B.A., B.Sc. English language classes;

ii) giving a questionnaire to the teachers of English to determine the problems faced by them, and their background and training in English language teaching;

iii) and by teaching the B.A., B.Sc. English language classes during August to November, 1973.

Conclusions.

From this investigation one may conclude that:

i) The government's English-language policy is very carefully defined with sound recommendations.

ii) The objectives of English-language teaching at Christ Church College are not well defined.

iii) The government's English language-teaching policy has failed to be implemented at Christ Church College.

iv) The type of English-language teaching at Christ Church does not meet the actual needs of all students.

127. POMEROY, Carol Anne. Songs for Intermediate ESL. Chairman: Lois McIntosh.

The use of songs in English as a Second Language (ESL) classes has been frequently overlooked. Hesitancy on the part of teachers to consider songs anything but a fun and games activity and not part of language learning has contributed to this neglect.

This study considers various ways of using songs in ESL classes, with particular focus on how they can help teach grammatical structures. A total of twenty songs were selected which are suitable for teaching to university and adult intermediate level ESL students. Copyright permission was obtained in order that the words could be included in the thesis. Teaching points, lesson plans, and discussion questions accompany the lyrics of each song.

During the Spring quarter, 1974, several of the songs were tested in ESL classes both at UCLA and at Santa Monica City College. The results were favorable.

128. REED, Nancy Bergmans. A Comparison of Three Tests Based on the Same Material. Chairman: Andrew D. Cohen.

This project involved the comparison of three tests (Mexico City Test, Quito Test, and Reed Test) based on the same material, Book 2 of the American English Course. The major research questions and their findings were:

1. Is each test a consistent measure of the objectives of instruction--i.e., is it reliable?

2. Does achievement on each test demonstrate achievement of the objectives of instruction--i.e., is the test valid?

All three tests demonstrated a degree of validity as reflected in the content validity and criterion-related validity measures. The Reed and Quito Tests showed the highest validity.

3. How does performance on one test compare to performance on the others?

Performance on the Reed Test was significantly higher than performance on either the Mexico City or Quito Tests.

4. Are publisher's commercial tests more reliable and valid measures than those written by a teacher with training in test construction?

In the particular case studied, the commercial tests were neither more reliable and valid measures than those written by a teacher with training in test construction. The results of the study show the

teacher's test to be comparable or even somewhat better than those prepared for sale by the publisher.

5. To what degree do selected variables correlate with overall test performance?

There were statistically significant and positive correlations between overall test performance and (1) the length of time students had studied English, (2) attitudes toward English, (3) the number of people in the family who spoke English, (4) overall grade-point average, and (5) English grades.

129. ROSENWEIG, Fred Jon. Improving the Communicative Competence of Advanced ESL Students. Chairman: Marianne Celce-Murcia.

The purpose of this thesis is to develop a methodology and a set of materials to improve the speaking ability of the advanced university-level ESL student. It is argued that improving a student's speaking ability involves more than mastering the syntax, lexicon, and phonology of English. Communication requires the ability to interact independently with other individuals and to use the communicative skills that are needed in the academic and everyday situations that the ESL student encounters.

The everyday communicative needs are defined as the ability to understand behaviors, use different registers, and express emotions. The academic communicative needs are defined as the ability to explain an idea, argue a point effectively, and question others about their ideas. To give students practice in these communicative skills, a methodology is proposed which puts students in situations that call for the use of such skills.

The methodology includes 2 types of activities, problem-solving and role-playing. Problem-solving is designed to meet the academic needs, and role-playing the everyday needs. Each activity is carefully defined and applied to the ESL classroom.

Ten sample lessons, five role-playing and five problem-solving, are included. Procedures for using each activity are outlined and a way to identify and correct the language errors that advanced students make is suggested. Preceding each lesson there is a teacher's section that provides any information necessary for using the exercises.

The materials were tested out in a 33C class at UCLA, the most advanced of the required ESL courses. The students who used the materials responded to an effective questionnaire at the end of the quarter. From the results, it is concluded that the student evaluation provides some indication of the effectiveness of the materials, but that further evaluation is needed. Recommendations are made as to how a more objective evaluation might be conducted.

Other possible uses of the materials are discussed and several ideas for expanding the materials are given.

130. SANNEH, Mohamed Osman. The Pedagogical Use of the African Novel Written in English.
Chairman: T. P. Gorman.

This study attempts to answer the questions why, how and what African authors or books could or should be used to enhance the English language and literature programs in the West African school systems. In attempting to answer these questions the author has restricted his inquiry to the use of the African novel written in English as classroom material in a literature centered English program.

The first chapter comprises a brief geographical, historical and thematic survey of the African novel written in English. This is followed by a discussion of a selection of African novels written in English that the author considers to be suitable for use in the classroom; and the criteria of his selection are content, readability and literary value. In the third chapter the author considers a representative novel, Achebe's No Longer at Ease, is subjected to critical analysis from the point of view of a teacher preparing to introduce it to a class of African ESL students. In chapter four Achebe's No Longer at Ease is again subjected to a methodological analysis answering the question: How do we present such a novel to a class of African ESL students? Finally, in chapter five the author has, with specific reference to Achebe's No Longer at Ease and Hardy's The Mayor of Casterbridge, attempted to demonstrate the relationships between the African novel written in English and the tradition of the English novel as far as they affect the teaching of English through literature in the African classroom.

131. SHINTANI, Michiko. A Contrastive Analysis of Relativization in English and Japanese. Chairman: Marianne Celce-Murcia.

This study consists of two parts: the former part is a contrastive analysis of relativization in English and Japanese, viewed from a purely linguistic point of view, and the second is an experimental test based on the contrastive analysis.

Although on the surface Japanese clausal modifiers lack relative pronouns, their underlying structure shares two similarities with English relative clauses. The Japanese clausal modifier and English relative clause are both derived from a sentence embedded into a head NP, and the identical noun exists in both the matrix and embedded sentence in English and Japanese. Differences on the surface level between the two languages are considered to be the result of different transformational processes. For example, Japanese relativization does not involve differentiation of the restrictive vs. non-restrictive uses, fronting and selecting of the relative pronoun, substitution of the relative adverb, modifier fronting, or deletion of Rel+BE which apply to English relativization depending on the particular case involved.

The experimental test conducted with 206 subjects in Japan revealed various interesting problems. As was expected the difference between the restrictive vs. non-restrictive usage is their weakest point and their scores for other items stood roughly between 50 - 70% of accuracy.

The final chapter (conclusion) deals with a text-book evaluation (7 textbooks currently being used in Japan were examined) and general suggestions for English teachers as to how to teach English relative clauses based on the contrastive analysis, the experimental test, and the writer's own learning and teaching experience.

132. UWIMANA, Charles. Passivization Constraints in English and Kinyarwanda. Chairman: Marianne Celce-Murcia.

This study attempts to define the syntactic and semantic nature of passivization in English and Kinyarwanda, as well as to analyse the type of restrictions which may block the occurrence of passive utterances in both languages.

Thus, a survey of the analyses of the passive voice which had been done in different linguistic

frameworks was carried out, resulting in selection of the approach which views passivization as an obligatory Transformation, performed on a deep structure bearing the passive marker along with an appropriate semantic interpretation of the passive.

Concerning constraints on passivization, it was found in the final analysis that Kinyarwanda entails fewer restrictions and exhibits passivization much more extensively than English. To investigate the pedagogical implication of this problem, an informal experiment was set up, the results of which show a large gap between the acceptability ratings given to certain passive sentences in English by native speakers of English versus native speakers of Bantu languages in general and Kinyarwanda in particular.

As predicted, the Bantu group was found to be more tolerant to certain types of passive sentences than the English group. Indeed, the same experiment provides some reasons to believe that the native Bantu speaker in general tends to overuse passivization in English while the native speaker of English tends to limit its application. The resulting problem for the ESL classroom is the tendency shown by Bantu speakers to extend passivization beyond acceptable limits when they use English.

133. WONG, William. A Model for Developing ESL Teaching Material on Syntax: First Year Intermediate English in Malaysia. Chairman: J. D. Bowen.

This study demonstrates the steps involved in bringing present insights in language teaching to the classroom basing the model on the area of teaching English syntax at the first-year intermediate stage in a second-language situation in Malaysia. The study consists of (1) an analysis of the English-teaching situation in Malaysia, (2) a critical survey of current theories in the teaching of English as a Second Language, (3) a formulation of a set of principles for teaching syntax, (4) specifying a set of classroom procedures and (5) developing language-teaching materials to illustrate the approach. In the process, specific recommendations are developed in some detail for the Malaysian situation.

134. YOUNG, Denise Ina. The Acquisition of English Syntax by Three Spanish-Speaking Children.
Chairman: E. R. Hatch.

In this study, an effort was made to ascertain the process of second language acquisition in a kindergarten classroom where no formal English instruction was given. In this classroom three children whose native language was Spanish were observed for a nine month period. The purpose of the thesis was to learn if and to what degree children at the age of five could learn a new language simply through exposure.

The principal means of acquiring data was through tape recordings made of visits twice each week to the school. The children wore a wireless microphone which allowed them to move freely while they were being recorded, and by which it was possible to obtain conversations between the children without an adult present. In addition, sessions with the investigator supplemented the above.

Three areas of syntax were analyzed in depth in order to assess syntactic development. These were negation, question formation, and the definite and indefinite articles. In addition, two other areas of language development were discussed: intentional speech repetition and non-verbal means of compensation for English language deficiencies.

It was found that both the two boys, Enrique and Juan, showed large gains in English language acquisition during the year. It was found, however, that interference from their native language caused the persistence of certain errors. The most important of these were: (1) the use of no in negation; (2) the use of double negatives; (3) declarative word order in questions; (4) a lack of inversion in questions and (5) non-use of tense marker 'do'. Perhaps formal English as a Second Language instruction in problem areas might have corrected some of these errors earlier on in the language learning process.

Alma, the only girl studied, did not speak until May, eight months after the study began. There seem to have been several factors to account for this, including her shyness, her isolation as the only Spanish-speaking girl, and her fear of making mistakes. Very possibly, the "natural environment" approach to English used in the kindergarten classroom was not suitable for a child like her. Her experience illustrated the need to consider each child's personality when recommending a language learning environment. There is no one method for second language learning appropriate for all children.

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135. BEJARANO, Yael. A Practical American English Pronunciation Course for Speakers of Hebrew.
Chairman: Marianne Celce-Murcia.

This series of lessons is a systematic pronunciation course for Israelis. It is based on a contrastive analysis of the phonological systems of Hebrew and English followed by an error analysis of tape recordings made by twenty Israelis taking a diagnostic pronunciation test. The analysis helped pinpoint those areas of difficulties that Israelis have when they learn English. The pronunciation lessons are designed for junior or high school classes in Israel, that is, after the students have had two years of English. At this level the students' proficiency in English is sufficient for the needs of the course, and yet it is not too late to integrate a systematic pronunciation course to help avoid formation of bad habits into the English teaching program set by the Ministry of Education in Israel. The lessons could also be adapted to the high school level, and taught as part of two out of the five English lessons the classes have in a week.

136. DADEN, Irene M. Conversational Analysis and Its Relevance to the Teaching of English as a Second Language. Chairman: C. H. Prator.

This thesis represents an overview of, and an introduction to, conversational analysis, a new field of inquiry on which few publications have appeared in print as yet. Since ESL teachers and textbook writers are relatively unaware of the existence of conversational analysis and consequently are ignorant of the rules that prevail in conversational interaction (other than the intuitively obvious ones), and since the published literature in the field is extremely scarce, this thesis is meant to acquaint teachers and textbook writers with some of the rules of conversation as well as to point out new directions for further research and teacher training.

This project is based on the published literature and on unpublished materials on the subject matter, on lecture notes and tapes from courses taken and audited over the past year, and on some of the author's own work in conversational analysis. The cited excerpts from conversations were gleaned from the various publications, from lectures, from the author's collection, and from

student transcriptions of conversations for seminar purposes. The topics of the structure of conversation discussed are: the turn-taking system, the sequencing unit "adjacency pair," the overall structure of conversation, and the repair system. However, none of them can be treated exhaustively within the scope of this thesis. The last chapter suggests applications of some of the findings to the teaching of English as a Second Language but leaves methods and teaching techniques open for further study and research.

137. ELLETSON, Lorraine Joan. The Incorporation of Communicative Problem Areas in the ESL Classroom.
Chairman: John F. Povey.

This study concerns itself with some of the social situations which pose difficulties in communication for newly-arrived foreign students in the United States. The need for this kind of study can be seen in light of research done in the area of cross-cultural education on the adjustment problems of foreign students and from research done by ESL specialists with a sociolinguistic bent who favour a situational approach to second language teaching.

The information gleaned from student responses to a questionnaire on social situations which pose difficulty in communication for newly-arrived foreign students was used to determine which social situations might be taped in order to provide live dialogues which could form the basis of sample lesson materials for ESL.

A sample lesson was included and suggestions to the teacher as to the presentation of such lessons were also given.

Suggestions on the possible uses for live dialogues in the ESL classroom and for further research which could be done in this area are also included.

138. HARTNETT, Dayle Davidson. The Relation of Cognitive Style and Hemisphere Preference to Deductive and Inductive Second Language Learning.
Chairman: Marianne Celce-Murcia.

Language learning research shows no clear-cut superiority of one method of teaching a language over

another. Research dealing with brain lateralization, conjugate lateral eye movement, and cognitive styles seeks to resolve this problem by showing that different kinds of learners exist and succeed at different methods. Bakan has demonstrated that the direction of initial eye movement in response to thought-provoking questions is an indication of cerebral hemisphere dominance; right eye movement reflects left hemisphere thought (propositional, analytic, linear), and left eye movement reflects right hemisphere thought (analogical, inductive, synthetic).

Students in the deductive Bull method and the inductive Barcia method of Spanish instruction were given pre and post proficiency tests and an eye movement test to determine hemisphere preference. The findings are: (a) Students in the deductive Bull method show more right eye movement i.e. left hemisphere preference than students in the inductive Barcia method; students in the inductive Barcia method show more left eye movement i.e. right hemisphere preference than students in the deductive Bull method. (b) Students know whether they learn best deductively or inductively and choose the method that complements their particular cognitive style. (c) Bull left hemisphere students make the highest gains and out-perform Bull right hemisphere students, and Barcia right hemisphere students make the highest gains and outperform Barcia left hemisphere students. (d) There is a significant interaction between hemisphere preference and method when the covariates of sex, pretest, major, and years of previous Spanish instruction are controlled.

If a student is in a class where the method is in opposition to his learning style, he may not learn as much as in a classroom which complements his learning style. Therefore, two suggestions can be made. If a school offers the student a choice, the difference between the deductive strategy and the inductive strategy should be clearly explained. In classroom situations where this choice is not offered, the instructor should utilize different methods of instruction because different learners will be present.

139. KIKAWADA, Eiko Priscilla. Derivational Suffixation in ESL and University Reading Materials at UCLA. Chairman: Earl J. Rand.

This study investigates the comparative frequency of thirty-three derivational suffixes in twenty-six hundred sample sentences from thirteen ESL readers and

thirteen university textbooks used at the University of California, Los Angeles.

The data are collected with the help of a computer generated reverse concordance in which the sample sentences were arranged so that the suffixes were isolated for ease of counting in Final and Non-Final position. Computer generated histograms illustrate the frequency of each suffix.

Each suffix is discussed in terms of its origin, function, meanings. Then its frequency in the ESL and university materials is compared. Finally, the sequence of frequency from the lowest to the highest ESL level is examined.

The result showed that all thirty-three suffixes occurred in Final position and twenty-one of these occurred in Non-Final position. Nineteen suffixes (out of fifty-four) appeared in the highest ESL level materials, either in Final or in Non-Final position, with a frequency equal to or greater than that in the university texts. Only six suffixes, however, display a gradual progression of frequency moving from the lowest to the highest level of the ESL materials.

Recommendations are made for utilizing the data gathered to make ESL materials more relevant. Suggestions for further research are also included.

140. LEVINSON, Stan Mitchell. Problems of Romance Language Speakers Learning English: Theory and Practice in Lexical Analysis. Chairman: R. N. Campbell.

Lexicon has not been a preferred area of research for MATESL students. Perhaps this is because the nature of a lexicon is such that one cannot easily schematize it as one can profitably do with phonology, morphology and syntax. Since the interest in lexicon for TESL is to enable teachers to understand lexical problems, a useful approach seems to be a contrastive one. The usefulness of contrastive analysis is still open to debate, yet its application to the particular field of this study is obvious. As Romance languages have many cognate words with English which are not exactly the same in meaning, interference errors would seem to be easily predictable.

The author's interest was partially in trying to find a more subtle contrastive basis between the lexicons of Romance languages and English which might explain

lexical errors in general terms, rather than the specific enumeration of the correspondence of individual pairs of words. The search did not prove to be very fruitful, consequently the author attempted a series of error analyses which might shed some light on the nature of lexical errors made by Romance language speakers. The author found interference to be the major cause of lexical errors, and proposed a rudimentary categorization based on a division between interference and non-interference errors, with subdivisions to further characterize the errors. While the study was carried out with Romance language speakers, it could have broader implications if the schema developed proved applicable to other language backgrounds as well.

141. MANNA, Samuel Yohannes. An Inquiry Into Community Attitudes Towards Bilingual-Bicultural Education. Chairman: Thomas Gorman.

The notion of bilingual-bicultural education has won wide support among educators, legislators, and the Spanish speaking community in the United States. The main objective of this study is to make a survey in the Pico-Union community in Los Angeles of the community's attitudes towards bilingualism, biculturalism and bilingual education.

In the final analysis, this study has the goal of determining the desirability of a bilingual education program in the Pico-Union community. In the process of the study, community input is regarded as an important aspect in order to elicit relevant information regarding such a program.

142. MOY, Raymond Henry. The Effect of Vocabulary Clues, Content Familiarity and English Proficiency on Cloze Scores. Chairman: Earl J. Rand.

This study investigated the effects of vocabulary clues, content familiarity, and language proficiency on the cloze scores of 311 subjects at the Chinese University of Hong Kong.

All of the subjects were studying English as a Second Language, with a wide range of language proficiencies. The subjects were categorized into two main groups: those enrolled in remedial English courses (N=223) and those either majoring or minoring in English (N=88).

For the content matter variable, three passages were selected: one from a science text, one from a literature text, and one from a history text. The passages were rated as having equal readabilities by the Dale-Chall formula. Each of these passages had three forms depending on the number of vocabulary definitions given in the margins. One of the forms had all unfamiliar words defined, a second had half this number defined, and a third had none defined. In all, there were nine separate cloze tests to which subjects were randomly assigned.

A three-way ANOVA (3 content areas X 3 vocabulary forms X 2 proficiency levels) was performed on the cloze score percentages, and all three variables had significant effects. The science scores were significantly higher than the literature or history scores, the scores of the full-clue forms were significantly higher than those of the no-clue forms, and the scores of the majors and minors were significantly higher than those of the remedial students.

Each of these main effects was interpreted in terms of how well each cloze test separated the two proficiency groups. It was found that the science passage was a poor discriminator and that the full-clue forms were better discriminators than the no-clue forms. When tests were scored by an acceptable alternative method rather than the exact word method, discrimination improved for five tests, was equally good for three, and decreased for one.

143. NKAMANA, Dora Agnes. A Proposed Program in English Composition for First Year Bantu Junior High School Students. Chairman: Thomas P. Gorman.

This thesis presents instructional materials designed to improve the writing skills of first year Bantu junior high school students through a sequence of writing exercises and suggestions for their classroom use, in which oral work precedes written assignments. The grammatical structures to be taught are embedded in model passages which take cognizance of the culture, the interests, and the needs of the Bantu students in their developing country. These passages cover Bantu art, tales, heroes, and life in the modern world.

The composition exercises are arranged in such a way that there is a gradual progression from controlled

composition exercises to directed composition, and finally to guided composition exercises, which are a prelude to free composition.

The educational and the social background of the students for whom the materials have been developed are stated. The study of education reports on the content of the school curriculum at the primary, secondary, and teacher training levels. The social background states the details of the size of the Republic of South Africa and the population groups in the Republic; and provides a description of Pretoria, the home of the students whose compositions were analyzed. From this analysis, evidence was produced which indicated the need for developing new techniques in the teaching of English composition. The extent to which the students are exposed to English in a trilingual culture was considered.

An investigation of the apparent deterioration in the standard of English is reported. A survey of the statistical evidence relating to student-teacher ratio and teacher qualifications is presented, and reference is made to past examination results which reveal this deterioration.

It is hoped that through the exercises which have been developed in this thesis, a practical approach to the teaching of composition in a trilingual situation can be provided.

144. PANNILA, Upali Wickramasinha. Educational Language Policy of Ceylon Since Independence with Special Reference to TESL. Chairman: Thomas P. Gorman.

This study comprises a survey of the educational language policy of Ceylon since independence with special reference to the teaching of English as a Second Language.

The educational language policy issue attained major importance in the politics of Ceylon when the switch-over to the national languages as the media of instruction and administration after independence created sharp communal rivalry between the major ethnic groups in the country.

By virtue of Ceylon's colonial past, English still enjoys considerable prestige among the people. The importance of English in higher education and technology has added another dimension to the educational language policy issue, namely, the place of English in the

national educational system. The introduction of English as a Second Language on a national scale has brought in its wake problems which were not envisaged before the programme was launched. With the gradual introduction of the national languages as the media of instruction in higher education, and the diversification of the university curriculum, the importance of English is seen in its new role as a library language.

In order to determine the uses of and the needs for English as discerned by students at the university level, a questionnaire was administered to a random sample of undergraduates at one of the campuses of the University of Sri Lanka. In light of the results of this investigation, recommendations were made ragarding English instruction at the university level.

The more general problems that Ceylon shares with other countries in South and South East Asia in the field of Second Language teaching were also examined in order to make projections regarding the future of the educational language policy of the country.

145. SCHIFF, Joyce Lynn. Selected Korean and American Patterns of Interpersonal Relations, with Teaching Applications. Chairman: Andrew D. Cohen.

The author reviewed the literature on the concept of culture, the relationship between culture and language and the role of culture in the ESL classroom. Reading was done to find contrasting Korean and American patterns of interpersonal relationships. These were discussed with two informants and further refined. A questionnaire consisting of 144 items was prepared, translated, and administered in Korean to fifteen Koreans and in English to fifteen Americans.

The items, analyzed using Donald J. Veldman's program TESTAT, with low reliability were either revised or deleted. The final questionnaire with 80 items was administered in Korean to 51 Koreans, and in English to 40 native American ESL teachers, at E. Manfred Evans Community Adult School, Hollywood Community Adult School and Roosevelt Community Adult School. The results were re-analyzed using the TESTAT program. Items with low reliability were discussed and conclusions drawn. The SPSS T-test program was used to test the mean responses for each items. The SPSS Pearson Correlation program was used to compute correlation coefficients between each item and various background information.

A list of suggestions for teaching culture was drawn up for eventual use by ESL teachers. With the results of the study serving as a basis for subject matter, a set of specific suggestions was prepared for teaching American patterns of inter-personal relations to Korean adult ESL students at the advanced level.

146. SHER, Abby. Symmetric Predicates: A Theoretical and Empirical Study. Chairman: E. R. Hatch.

In 1966 George Lakoff and Stanley Peters suggested that sentences such as:

John wrote with Bill.
and
Bill wrote with John.

were synonymous, and used this claim as partial justification for phrasal conjunction. This study examines the synonymy of so-called symmetric predicates from two points of view, a pragmatic and a strictly semantic, to determine their actual symmetry.

The first area of investigation is concerned with the question of whether the choice of a certain word order is made randomly, or if some significance is attached by native speakers to the relative placement of the two NPs. Suppositions were made concerning the bases on which word order preference would be expressed, and a questionnaire was designed to provide contexts which would elicit a particular choice. The questionnaire was administered to two groups of subjects: twenty-four from a university math class, and twenty-two from a junior high school French class. The experiment yielded significant results for both groups, confirming the pragmatic asymmetry of symmetric predicates, and further clarifying the ordering principles affecting the choice. Examples from literature, journalism, and etiquette were included to provide further evidence that the principles postulated held for a variety of ordinary situations.

However, it could still be said that showing a pragmatic asymmetry was not sufficient to disprove the synonymy of the two sentences. The second part of the study therefore dealt with the semantic symmetry of symmetric predicates. By assuming that a sentence has no truth-value unless its subject term denotes, it was possible to show that the truth-value of two sentences containing the same NPs and symmetric predicate could

be altered if the order of the NPs was reversed. Thus the lack of synonymy of the two sentences was disproved and the symmetry of symmetric predicates along with it.

This study casts further doubt on claims for phrasal conjunction, throws into light the question of the semantic inconsequentiality of the order of deep structure conjunction, suggests an explanation of the basis for determining word order, and reaffirms the need for a clear definition of synonymy.

147. ULM, Susan Catherine. The Separation Phenomenon in English Phrasal Verbs: Double Trouble. Chairman: Marianne Celce-Murcia.

This thesis attempts to identify the factors involved in the separation phenomenon in phrasal verbs in English. Phrasal verbs are verbs like look at or look up that seem to form a semantic and syntactic unit. The main factors affecting the separation phenomenon - why English speakers say look at it but look it up - seem to be the post-verbal element (certain ones are only separable or only inseparable), the phonological shape of the verb, and a series of semantic features associated with the post-verbal element. Also investigated were the factors that influence the permutation of the post-verbal element around the object of the verb; the apparent causes of the shift from look the word up to look up the word seem to be: the length of the direct object NP, previous mention of the direct object and stereotyping. In addition, suggestions for teaching phrasal verbs, including a sequence of structures, are given.

148. WALDMAN, Ellyn Louise. Cross-Ethnic Attitudes of Anglo Students in Spanish Immersion, Bilingual, and English Schooling. Chairman: Andrew Cohen.

Little research has been done on the effects of different approaches to language instruction on attitude. The proliferation of bilingual-bicultural schooling has prompted a closer look at the relationship between different schooling models and program outcomes. For example, it may be that certain types of bilingual programs better promote cultural understanding and perhaps even biculturalism among children.

The purpose of this study was to investigate the

relationship between different approaches to language learning and the enhancement of cross-cultural attitudes. There were four groups of children involved in the study. The first group were the Pilot and Follow-up Groups of the Culver City Spanish Immersion Program. These students have been in the immersion program since kindergarten and were, at the time of the study, in the third and second grades respectively.

The second group of children were in a bilingual, Title VII program and were also in the second and third grade. The third group was from an ethnically-mixed, English school setting. The fourth group was from an ethnically-homogeneous, English school setting. In all, 110 second and third grade Anglo students were involved in the study. The groups represented varying degrees of exposure to the Mexican American culture and to the Spanish language.

Two instruments were administered to assess the cultural attitudes and stereotypic notions of the students. The first instrument was the Cross-Cultural Attitude Inventory which assesses students attitudes toward the Mexican American and Anglo cultures. The second instrument was a matched guise instrument which assesses students' stereotypic notions about Spanish and English speakers.

The results of the study indicated that the students in the immersion program had more positive attitudes toward the Mexican American culture and toward Spanish speakers than did the other students. The immersion students all had the same positive attitudes toward the Anglo culture and English speakers as the students in the other groups.

It was concluded that there could be many reasons for the immersion students highly positive attitudes toward Spanish speakers and the Mexican American culture. It was also concluded that a great deal of research remains to be done in the area of the effect of different approaches to language instruction on cultural attitudes.

149. WALSLEBEN, Marjorie Creswell. Improving Advanced ESL Students' Reading Comprehension: An Analysis and Evaluation of Materials and Procedures. Chairman: T. P. Gorman.

This study records the development of materials and procedures used at UCLA during the Fall, Winter, and

Spring Quarters (1974-75) in an experimental reading comprehension improvement course taught to advanced ESL students. Approved by the Office of Academic Change and Curriculum Development, the course was designed to acquaint students with three basic types of reading--termed Directed, Exploratory and Study--and to enable them to develop and adjust reading rates and strategies to specific purposes for reading; in short, to develop reading flexibility.

The Fall Quarter focused primarily on materials preparation and resulted in the development of 10 reading lessons. Both the Winter and Spring Quarters were designated as being experimental in nature, with a total of 66 students serving in the Experimental Group and 39 students in the Control Groups.

Substantial revision of the materials took place between the Fall and Winter Quarters and again following completion of the Spring Quarter. As a result of classroom testing and experimentation, the reading course entails 50 hours of instruction and covers 235 pages of text, an advanced reading skills workbook for students of English as a second language or dialect.

It was found that students can improve in their ability to read unsimplified college-level prose with reasonable speed and with increased comprehension. At the time of the pre-test, the Winter Experimental and Control Groups were reasonably alike, but at the time of the post-test, the two groups were significantly different. The course of instruction had a statistically significant effect on the mean post-test scores. Tests of statistical inference showed that the Experimental Groups out-performed the Control Groups on post-tests during both Winter and Spring Quarters. Test data revealed that, even controlling for initial differences, the Experimental Group scored significantly higher both Winter ($F = 15.6$, $df = 1,71$, Prob. $= 0.0002$) and Spring ($F = 11.2$, $df = 1,28$, Prob. $= 0.0023$) Quarters.

150. WILLIS, Mary Ann. Affixation in English Word Formation and Applications for TESL.
Chairman: Marianne Celce-Murcia.

Despite its importance to the language learner, vocabulary is all too often neglected in the ESL classroom. One of the areas of vocabulary that receives very little attention is affixation. Certain affixes are used with some frequency in modern English word

formation. It is argued that these highly productive affixes should be distinguished from affixes that are only occasionally used in forming new words. Criteria are given for distinguishing these two categories of affixes, and indications of degrees of productivity of individual affixes are provided by test data. Implications for pedagogy arising from research results are discussed. These include a suggested teaching sequence for productive affixes.

151. WAGNER-GOUGH, Judy. Comparative Studies in Second Language Learning. Chairman: E. R. Hatch.

The purpose of this study was to investigate the language development of Homer, a 5:11 year old Iranian child learning English as a Second Language by immersion and to compare his language development with that of other first and second language learners. The questions asked in the study fell into the categories of language input, switching and mixing, learning strategies and language function in discourse.

The study concludes that first, there are fairly reliable predictions we can make about the order in which the syntactic features of language are acquired. Acquisition is based on the frequency with which a pattern occurs in the input to the learner, in addition to its linguistic structure and semantic function. Second, the language addressed to the adult learner is often much more complex in content and structure than the language used with a child. Third, the second language learner does not appear to mix languages indiscriminately (This is not true of the child from 0 to 3 years who is learning two languages simultaneously, for at that age he is not yet conscious of the fact that he is dealing with two separate linguistic systems). Fourth, the function of speech in discourse is much righer than our linguistic interpretation of isolated sentence units. Finally, one of Homer's strategies for processing and producing language was to attend to the structure of discourse sets rather than to the structure of single sentence units. His incorporation rules and subsequent modifications challenge the universality of transformational-generative grammar as an explanation of rule formation in language learning.

The study concludes that language learning is a process involving a blend of variables, all of which should be reflected in our research. We should broaden the base of our studies to include language input, discourse sets and the function of speech in communication if we hope to find out more about the nature of the language learning process.

152. ABRAMSON, Debbie Kay. A Contrastive Phonology of American English and Yoruba. Chairman: C. H. Prator.

In order to communicate orally with a speaker of a target language, a language-learner should strive to attain efficiency in the target language, so that the listener will be paying attention to what is being said instead of how it is being said. This can often be a special problem in the area of pronunciation, and when it occurs, it must be dealt with by the second language teacher.

Yoruba speakers learning English encounter various problems with English sounds and intonation. Like most learners of a second language, Yorubas tend to substitute or super-impose their native sound patterns onto English. For the teacher of English as a Second Language dealing with Yoruba speakers, it would be valuable to observe the sound systems of Yoruba and English in contrast, in order to predict and plan for certain difficulties that their students may have.

This thesis consists of both an over-view of the sound systems of English and Yoruba in contrast, in the forms of a contrastive analysis where predictions of the problems that Yoruba speakers may have with the sound system of English are made, and an error analysis, where the problems that were predicted in the contrastive analysis are confirmed or found not to be problematic after all. A table, based upon the results of the error analysis shows the confirmed problems in a hierarchical fashion. Suggestions for teaching pronunciation, and a sample lesson plan for teaching a particular pronunciation point, follow.

153. BAILEY, Kathleen McMillan. The Use of Two Observation Instruments in Supervised ESL Teaching. Chairman: Marianne Celce-Murcia.

This study was undertaken to determine whether student teachers trained in the use of the ESL Observation Instrument would show significantly greater improvement in their teaching behavior than student teachers exposed to a less structured, self-generated observation instrument.

The UCLA section of ESL 380-K (Supervised Student

Teaching) was divided into a control group and an experimental group for treatment. The experimental group was given a training program of observation and evaluation using the ESL Observation Instrument. The control group developed the Observation/Feedback Procedure, which involved participant observation. Both groups of subjects were surveyed to gain affective information about the two instruments.

Before and after the treatment the student teachers were videotaped teaching mini-lessons to foreign students. The videotaped lessons were randomized and presented to a panel of six raters. Three raters used the ESL Observation Instrument to evaluate the lessons, and three used a global five-point scale of teacher effectiveness. The Mann-Whitney U Test was employed to determine the level of significance of the results. In analyzing the data no significant differences were found between the teaching behavior of the two groups.

As a corollary to this research, the UCLA/TESL faculty members were surveyed to determine the strengths and weaknesses of the ESL Observation Instrument. Their suggestions and those of the research subjects were used in revising the instrument, which is presented in the appendices.

154. BRANN, Lisa Mary. A Survey of the English Language Skills Needed by Foreign Graduate Students in the Life Sciences. Chairman: Richard L. Allwright.

This thesis investigated the English language skills needed by foreign graduate students in the Life Sciences Department at UCLA. The study was undertaken as a result of complaints from foreign students that the English as a Second Language Service Courses at UCLA do not teach them the English they need in their classes.

Questionnaires containing skills needed by students and the situations in which these skills are used were sent to professors and non-native graduate students in the Life Sciences Department. The purpose of the questionnaire was to determine which of the various aspects of the skills of reading, writing, speaking, and listening were the most important for graduate students in general and which were the most difficult for foreign students in this field.

Both professors and students agreed that the

reading and listening subskills of getting the main idea and the speaking and writing subskills of organizing ideas were the most important for all students as well as the most difficult for the foreign graduate students.

As a result of the answers received on the questionnaire and comments made in the interviews, a recommendation was made for the implementation of a Language Skills Center divided into five areas of Reading, Writing, Listening, Speaking and Miscellaneous. Here the students would work individually or in groups. Emphasis would be on teaching the English language skills needed in the science fields. The contexts of the individualized lessons would be scientific, allowing the students to see direct application to their own majors.

155. CLARKE, Diana Lynn. A Survey of the Writing Needs and Problems of Foreign Graduate Students in Engineering as a Basis for the Development of an ESL Technical Writing Course. Chairman: Richard L. Allwright.

This thesis is concerned with a problem in the area of English for Specific Purposes, a branch of English language teaching which deals with the particular language forms needed by learners in specific fields. The syllabus for an English for Specific Purposes course is based on what information the learner needs to give and receive. The particular problem in this thesis is that of teaching technical writing to non-native English speaking graduate students in engineering at UCLA. The objective was to find out what forms the students need to use when they write for their classes, and what writing skills are needed.

Technical writing is much like any other kind of expository writing except that the topic is something from science or engineering. Of particular importance to a technical writer are audience analysis, clarity and nonambiguity. There are a variety of specific forms which technical writers use, as well.

To find out what forms and skills are specifically needed by graduate students, a questionnaire was developed and distributed to faculty and non-native English speaking graduate students in engineering at UCLA. The responses indicated that theses and dissertations are the most important forms for graduate students, and that paragraph organization was the most important skill for writing. A sequence of activities for improving the students' technical writing skills was developed.

156. COVITT, Regina Irene. Some Problematic Grammar Areas for ESL Teachers. Chairman: Marianne Celce-Murcia.

This thesis attempts to define the five areas of English grammar which have been most difficult for ESL instructors to teach. The initial step in identifying these areas involved a review of grammar questions sent in to English language teaching journals. As a further means of pinpointing grammatical difficulties, interviews were conducted with twenty-five ESL teachers. The teachers interviewed were drawn from the UCLA program, as well as from adult schools in the Los Angeles area. Results of the journal question review and teacher interviews showed the top five areas to be articles, prepositions, phrasal verbs, conditionals, and verbals. An annotated review was made of the treatment these areas receive in several ESL textbooks and reference grammars. In addition, an annotated list is presented of other potentially helpful sources for teaching and understanding these areas.

157. DEVONSHIRE, Katherine Ronald. Santa Monica College ESL Survey. Chairman: R. N. Campbell.

This study sought to determine whether or not the number of students whose first language was not English enrolled in remedial English courses at Santa Monica College, a community college, warranted a comprehensive ESL program, and if so, to delineate their English needs and outline an ESL program.

The survey identified 352 ESL students, representing 20% of the population in the College's English courses. Information on their backgrounds, goals, and reasons for taking English, as well as self-ratings of their language skills was collected, tabulated and studied.

Faculty were interviewed to obtain estimates of the levels of language skills needed by ESL students. Twenty ESL students who had taken three or more English courses at Santa Monica College were interviewed to obtain their opinions on English courses, a self-appraisal of their language skills and suggestions for improving the English program for ESL students.

Based on all these data, an organized program of progressive instruction in listening, speaking, reading and writing was proposed by the writer to enable ESL students to advance from the lower intermediate level

of language acquisition to a level where they could successfully cope with the demands of their other college courses. Recommendations to implement this proposal were also made.

158. EHRESMANN, Beverly Ann. Motivation of Egyptian Teachers of English Studying at the American University in Cairo. Chairman: J. D. Bowen.

The purpose of this study was to investigate the motivation which prompted Egyptian teachers of English to seek training in the teaching of English as a foreign language at the American University in Cairo. An attempt was also made to ascertain the extent to which the teachers' expectations of the TEFL program were fulfilled. At the start of the 1974-75 academic year, 48 Egyptian students newly enrolled in the three TEFL programs (Certificate, Diploma, and M.A.) at AUC were asked to voluntarily complete a questionnaire concerning their education, language, and teaching backgrounds and their reasons for studying TEFL. In spring semester 1975 structured interviews were conducted with subjects continuing in the program and those drop-outs available for questioning. The data were analyzed by ordinary frequency tabulation and by division into nominal categories.

The results revealed that the subjects in the three TEFL programs were differentiated by the type of education they had undergone and the subsequent quantity and quality of their exposure to English. Certificate and Diploma students were primarily interested in improving their English skills and secondarily in improving their teaching skills. In contrast, M.A. students were primarily interested in improving their teaching skills. Certificate students were the most satisfied with the TEFL curriculum as evidenced by the small percentage of drop-outs in their group. Considerable attrition occurred in the Diploma and M.A. groups. Diploma and M.A. students continuing in the TEFL program expected material benefits to result from their TEFL training, but most continuing Certificate students and Diploma drop-outs did not.

159. FEUILLE, Carolyn. Developing Communicative Competence in Intermediate ESL Learners. Chairman: D. L. Freeman.

The purpose of this study was to develop the communicative competence of intermediate level, academic

ESL students. Communicative competence involves acquiring not only the linguistic skills of a language, but also the pragmatic elements, as well as knowing how to use these skills in various contexts.

A communicative curriculum was designed to enhance the oral communication skills of intermediate ESL students. The materials and techniques were tested in an English 33A class at UCLA. During the study the subjects received regular instruction in linguistic skills, integrated with various communicative activities conducted both in the classroom and in the local environment. All the communicative activities required sharing of new information and provided opportunities for students to use their English skills to communicate. Procedures for the activities are included.

The primary means of evaluating the communicative curriculum was an affective questionnaire which was administered at the end of the ten-week instruction period. In addition a pre- and post-test were administered to the subjects to determine the improvement in their communicative competence during the study. The results of the evaluation indicate that most of the materials were successful in terms of interest, improving English, and usefulness in learning about the local environment and American life. The testing results indicate that the subjects' ability to communicate in English increased during the ten-week period. It is concluded that this improvement in communicative skills can be attributed partly to the students' exposure to the communicative curriculum, although this was not verified in the study by means of a control group.

Suggestions for facilitating communication in the ESL classroom and for further research in evaluating and testing for communicative competence have been provided.

160. GILBERT, Joanne Webster. A Comparison of Syntactic Development in the Writing of University Students, Foreign and Native. Chairman: Lois McIntosh.

The purpose of this study was twofold: (1) to search for developmental trends in written language proficiency from one university ESL level to the next, and (2) to compare these findings to the syntactic growth of native English speakers at various grade levels. In studies by Hunt (1964, 1965) and Blount (1969), analyses of native speaker written work were

carried out using a new tool, the T.Unit. A "minimal terminal unit" or "T-unit", contains one main clause plus any subordinate clauses that may be attached to or embedded within it. The measures used in the above two studies, found to be valid indexes of chronological maturity for native speakers, were applied to written work of four university groups at UCLA: one native speaker English composition class (English 1) and three ESL levels (33B, 33C and 106J).

In addition to five synopsis factors (T-unit length, clause length, sentence length, subordinate clause index, and main clause coordination index), frequency counts were made of eleven subordinate structures used within the T-unit. Six variables proved to be significant for class effect: T-unit length, main clause coordination index, one clause T-units, two T-unit sentences, total adjective clauses, and total adverb clauses. These measures successfully differentiated between foreign and native student writers but not among ESL levels themselves.

161. HANNAH, Kay Ellen. Toward a Systematization of English Modals. Chairman: Marianne Celce-Murcia.

This thesis is an exploration of the English modals with an eye to categorizing their meanings in such a way as to be useful to the teacher of English as a Second Language. The methods of exploration include reviewing the existing literature on modals, analysis of a spoken and a written corpus of languages and two context sensitive tests of proposed meaning categories.

The investigation yielded thefollowing broad categories of meanings for the modals. These are explained more fully in chapters two and three.

Epistemic (probability)	- must, should, ought to, may, might, could
Ability	- can, could, be able to
Prediction	- will, going to (gonna), sould
Willingness (volition)	- will, going to, would
Habitual action	- will, would
Hypothetical situation	- would, could

Permission	- can, could, may
Necessity (obligation)	- must, should, have to (hafta), ought to, (have) got to (gotta)
Request	- will, would, can, could

The study concluded with some suggestions for the teacher of English as a Second Language and some questions that may merit further exploration.

162. OKAMURA, Fumiko. Contrastive Rhetoric of English and Japanese. Co-Chairmen: Diane Larsen Freeman and John F. Povey.

The difficulties which a foreign student at an advanced level faces in writing have been attributed to the logical and rhetorical differences that exist between English and his native tongue.

The purpose of this research is to compare expository writing in English and Japanese to see whether there are any rhetorical differences between the two languages. Fifteen writings by bilinguals and four writings by monolinguals are analyzed in terms of five specific features of rhetoric (i.e., the traditionally prescribed model of expository writing, unity and coherence among paragraphs, the form of organization within a paragraph, the semantic relationships among sentences and an analytic or synthetic mode of thinking operating among sentences). The result of the analysis does not support the assumption (Kaplan, 1966) that underlying logic is culture-specific and what is manifested in writing takes rhetorically different forms among different languages.

The final portion of this thesis discusses other possible sources of the student's problems and concludes that his difficulties arise not from the differences in logic and rhetoric but from insufficient mastery of the semantics and syntax of English at the functional level.

163. PETERSON, Roger Dixon. The Influence of Visualization Exercises on the Ability of Speakers of English as a Second Language to Write with Emotional Impact. Chairman: R. N. Campbell.

The brain has two major modes of processing

information, one verbal and one imaginal. There are differences in the kind of process involved in each, as well as in the kind of material processed. This has been examined in research on brain lateralization, propositional and appositional thought, language and imagery, and psychoanalysis.

This thesis studies the relationship between imagery, language, and creativity. With respect to a second language, it hypothesizes that acquisition may be facilitated if meaning is processed through the imaginal symbolic system and then expressed through the verbal symbolic system using the second language. It further hypothesizes that the use of imagery will produce significant positive effects in the accuracy of grammar and the creativity of expression found in compositions written by second language learners.

A treatment and a control group were formed from students in a low intermediate ESL class. Each group wrote five compositions during the quarter. The treatment group used a special visualization exercise to assist them in exploring the topic they were to write about; the control group thought about their topic. Compositions were scored for emotional impact and grammar. There were no significant differences between groups; the visualization exercises produced no measurable effects. However, some anecdotal evidence lends support to the idea that imagery may be of some use in facilitating second language production.

Sufficient theoretical and empirical evidence exists to merit further examination of the relationship between language and imagery. More research is needed on the nature of right hemisphere (imaginal) processing and how this can be developed. New visual techniques are needed for testing hypotheses. No single theoretical approach is capable of fully exploring this field of study; utilization of the whole spectrum of approaches is encouraged.

164. PLANN, Sandra J. The Spanish Immersion Program: Towards Native-like Proficiency or a Classroom Dialect? Chairman: Arnulfo Ramirez.

This paper is a report of an investigation of the acquisition of some Spanish morphemes by some native-English-speaking children. They are students in the Culver City Spanish Immersion Program, in which Spanish is the sole medium of instruction in the classroom. The

investigation consisted of a cross-sectional test of the children in grades one through four, all of whom began the program in kindergarten. The objective was to study their acquisition of agreement rules for article-noun-adjective gender and number, and for verb person and number. While these agreement rules are not crucial for communication, they are extremely important if the children are to achieve native-speaker proficiency in Spanish.

No definite trend of improvement across grades was found in the acquisition of any of the morphemes. With both the verbs and the noun modifiers, the children overused the forms of highest frequency, overextending them to the forms of lowest frequency. The systematic nature of their errors, along with their lack of definite improvement across grades, points to the development of a classroom dialect peculiar to Spanish Immersion students.

The reasons for their lack of progress are probably not cognitive, as these forms are mastered earlier by native-speakers. Instead, the persistance of these errors is attributed mainly to the large amount of incorrect peer input from their English-speaking classmates. To a lesser degree, peer group pressure may also argue against native-like mastery of these forms. It seems unlikely that the children will attain native-like proficiency in these areas unless they are exposed to more correct Spanish, as spoken by native-Spanish-speaking peers.

165. SCHLUE, Karen Marie. An Inside View of Interlanguage: Consulting the Adult Learner About the Second Language Acquisition Process. Chairman: Diane E. Larsen-Freeman.

Three adults of widely-differing first languages (Spanish, Korean, and Farsi), all university students in an intermediate ESL class, were each tape recorded while conversing in English, and then asked to analyze their own speech and to use the recording as an aid in recalling any grammatical awareness which accompanied their utterances. They were asked to use six categories of awareness which were based on experiences reported by Johnston (1972):

(1) There is <u>no</u> error here. All parts of this sentence are easy for me now.

(2) There is <u>no</u> error here. I almost made a mistake, but I corrected myself in time.

(3) There is an error here. I knew it before I said it, but I didn't have time to correct myself.

(4) There is an error here. I realized it immediately after I said it.

(5) There is an error here. I just realized it now, after hearing the recording.

(6) I'm not sure whether this is totally correct or not.

Categories #1 and #5 received 40% and 34%, respectively, of the subjects' judgements. The infrequency with which categories #2, #3, and #4 were used may be due to the rarity of the described perceptions and/or the inability to recall them later on. The lack of #6 judgements may be due to the strength of the learners' belief in their interlanguage. No one structure in any subject's data was found to have progressed through all these stages of awareness.

These learners reported being aware of only 10% of their errors while speaking; they identified an additional 25% while listening to the tapes. The remaining 65% of the errors went unnoticed. The subjects were able to correct 8% of their errors in the stream of speech. The results suggest that situations high in communicative urgency (such as natural conversation) find the language learner attending to the accuracy of his message and the appropriateness of his utterance to the discourse rather than to his grammatical accuracy.

166. SHAPIRA, Rina Gal. A Study of the Acquisition of Ten Syntactic Structures and Grammatical Morphemes by an Adult Second Language Learner; Some Methodological Implications. Chairman: E. R. Hatch.

This study is a report of a longitudinal observational study of one Spanish-speaking adult learning English as a Second Language in a "natural" environment. In addition an account is given of a small-scale experiment in eliciting speech conducted with the same subject. The acquisition of ten syntactic structures and grammatical morphemes of English was researched. Four research questions were asked: (1) Is there evidence for language acquisition in the traditional sense of acquisition of grammar? If so, (2) what is the subject's order of acquisition? (3) Is there a difference in performance between the observational and elicited data? If so, (4) what are ~~the~~ implications of this difference?

Three sets of observational data were collected by means of "conversation-interview" over an eighteen-month period. Contrary to expectations, no acquisition was evidenced of any one of the ten structures and morphemes studied. Consequently Question (2) became impertinent. Three measures for eliciting speech were used: the Bilingual Syntax Measure, Imitation and Translation. A small number of differences in performance between spontaneous and elicited speech were depicted, which were found to be controlled by the measures used. Since the controls built into the measures did not affect the results significantly, the validity of the measures is not challenged. However, it is strongly advised not to abandon the "conversation-interview" technique for data collection, since that seems to be the only way to elicit speech which is most characteristic of the subject's performance. As it has been revealed in this study, the subject did not acquire the grammar of English. Still a great improvement has been noticed in the subject's "fluency" or communicative skills. This could not have been shown in the event that only speech eliciting measures were used.

167. SPANGLER, Susanne Louise. A Contrastive Analysis of the Forms of Address in English and German. Chairman: R. N. Campbell.

This thesis attempts to study and contrast the address systems of English and German on both the lexical and sociolinguistic levels. The lexical forms of the two address systems--pronouns, names and titles--are compared. The usage of the two systems is also compared as well as the sociolinguistic factors--relationship of the speaker and hearer, topic, situation, culture, and personality-underlying their use. The English address system poses some lexical and semantic difficulties for the German ESL speaker. These difficulties are only minor when compared with the sociolinguistic problems that confront the German speaker of English. The two address systems are governed by different norms--one rigid and formal and the other very free and lax--which makes it impossible for the German ESL speaker to use his own address system as a frame of reference. The alternative is to learn the sociolinguistic rules governing English address usage. This is, however, virtually impossible since native English speakers cannot define or specify address usage on the conscious level themselves. The German ESL speaker is faced with a real dilemma. Only after many years of contact with the American address system and the norms governing its usage can the German ESL speaker gain communicative competence in English address usage.

168. SSENSALO, Donna Adrienne. Markedness and the Usage of Comparatives. Chairman: Marianne Celce-Murcia.

This study examines the role of markedness theory in the selection of comparative adjectives. Of particular importance is the identification of conditions or rules that govern the choice of marked and unmarked comparatives and which, when properly applied, can improve the ESL student's usage of these structures.

Markedness theory, as defined at the outset of the study, refers to the degree of flexibility demonstrated by a linguistic structure in diverse environments. This definition is applied to four groups of comparatives, identified here as comparatives of perception, evaluation, measurement and emotion. Those comparatives which belong to the measurement of perception categories are referred to as being unmarked or marked; those from the evaluation and emotive groups are designated as being either positive or negative.

Past experiments demonstrating the workings of markedness theory are reviewed with the purpose of isolating several semantic, syntactic and situational factors that are potentially important in making a decision involving the use of comparatives. One of these factors--that concerning the relative incompatibility of the marked morpheme less with negatively prefixed comparatives--is subsequently tested in a supplementary experiment.

The bulk of the study, however, involves the categorization and analysis of spontaneous and prepared discourse containing comparatives extracted from The White House Transcripts and from television and magazine advertisements. The statements extracted are scrutinized so that conditions making one particular comparative more suitable than its marked or unmarked counterpart can be isolated. In this section, five tendencies affecting the choice of a markedness value are identified, as are reasons affecting the choice of a marked, rather than unmarked comparative in advertisements.

In the final portion of the paper, general teaching suggestions reflecting the above findings are offered.

169. STAFFORD, Cynthia K. A Psycholinguistic Analysis of ESL Reading Difficulties with Teaching Application. Chairman: E. R. Hatch.

This study investigates reading problems of three intermediate/advanced ESL students from differing language

backgrounds on a case study basis. Three research questions were asked:

(1) What differences in terms of skills and strategies exist between the proficient native language reader, as described by such authors as Kenneth Goodman and Frank Smith, and the intermediate or advanced level ESL student who experiences difficulty when attempting to read materials written in English for linguistically mature native speakers?

(2) Are these differences similar to or unlike those that poor reading native speakers are described as having?

(3) What materials and activities can be provided in order to develop in these ESL students reading strategies and skills similar to those possessed by proficient native English readers?

Two basic procedures were used to elicit informants' reading problems - (1) tutoring sessions, and (2) administration of the Goodman/Burke Reading Miscue Inventory. While the purpose of the tutoring sessions was to determine the reading skill level of each informant, administration of the Reading Miscue Inventory provided insights into the reading strategies used by each informant for two particular reading selections. Analysis of the data gathered by means of the above two procedures shows the informants to be weak in a number of language skill areas, particularly vocabulary.

The final chapter of this study suggests a number of reading related vocabulary and structural exercises and reading flexibility activities to strengthen reading skills and strategies in the intermediate/advanced ESL student.

170. SUGAMOTO, Nobuko. A Comparative Study of Japanese and English Noun Usage with Respect to Number Distinction. Chairman: R. N. Campbell.

Among the most persistent mistakes mady by Japanese learning English is the incorrect use of nouns with respect to grammatical NUMBER distinction. This happens because of differences in noun usage in the two languages.

An analysis was made in this study of both the syntactic and the semantic differences between English and Japanese to determine the causes for the errors in each problem area. The syntactic comparison reveals that

NUMBER distinctions in English such as count vs. noncount, singular vs. plural, and generic vs. nongeneric are nonexistent in Japanese. The semantic comparison discloses divergent concepts of countability in Japanese and English.

In Japanese countability is not a categorical constraint on a noun. In English it is basically a lexical feature of a noun. Both languages have in common a concept of countability subject to physical divisibility of objects and to the specificity of concepts. English also has other features that determine noun countability such as substance and collective mass.

The comparison concludes with nine points of contrast, each of which concentrates on one learning problem. These contrasts are utilized in the chapter on error prediction and analysis. The material used in the analysis was collected from compositions and utterances produced by Japanese students at UCLA. A sample lesson for introducing the use of noncountable nouns is also included.

171. TANKA, Judith. Attitudes and English Proficiency of Soviet Immigrants. Chairman: E. R. Hatch.

The study examined the relationship between the English proficiency of Soviet immigrants in Los Angeles and their attitudes toward American culture.

The principal instrument of inquiry was an original attitude questionnaire consisting of 54 items. The items focused on differences between Soviet and American cultures. These differences were based on observations about the two cultures obtained from comparative sociological literature, informants and from the personal experience of the author.

The questionnaire was administered to 45 Soviet immigrants in Russian and to a matching population of 45 American in English. In addition, all Soviet subjects took an oral English proficiency test, using pictoral stimuli as the method of measurement.

Scores on the English proficiency test, the attitude questionnaire and data on various background characteristics were correlative for the Soviet sample. Among all variables measured, Soviet immigrants' educational level and age predict best their English proficiency. Correlation was also found between American-like attitudes (especially toward family life) and proficiency in English.

A comparison between Soviet and American responses to the questionnaire showed that the two groups did not share the same attitudes toward 36 of the 54 items. Areas of culture which elicited different attitudes from the two groups were discussed and suggestions for their use in the ESL classroom were given.

172. TAYLOR, Elizabeth Ann. Writing Assignments at the American University in Cairo. Chairman: J.D. Bowen.

The purpose of this study was to examine the relationship between the writing assignments given in the Freshman Writing Clinic and those given in each department at the American University in Cairo. Thirty-eight teachers of Arts, Science, and English language classes were asked to record the titles of all writing assignments and provide copies of all exams they gave during the Fall semester, 1974. During Spring semester, 1975, this information was collected and a structured interview was held with each subject. One-factor analyses of variance were used to analyzed the data. These analyses revealed that although there was no statistically significant difference between the length and frequency of the writing assignments of Arts and Science students, Arts students do, on the average, write more than Science students. They also showed that there is no statistical difference between Arts students and Science students in their use of the rhetorical patterns of physical description and explanation, extended definition, comparison and contrast, simple argument, and hypothesis. There was a significant difference in the use of the discussion pattern at the lower division level; it was used by Arts students but not by Science students. The results of the structured questionnaire showed, as expected, that there was a significant difference in the way teachers in the English Language Institute, Freshman Writing Clinic, and other departments of the university stress grammar, organization and content.

173. VILLORIA, Nora Elena. Audiovisual Media in Teaching English as a Foreign Language. Chairman: E. R. Hatch.

This project involves the development of audio-visual materials to be used with Venezuelan university students at the intermediate level of English. Ten lessons to teach several tenses of the English verb were planned and the audio-visual materials for each were produced. The main feature of each of these lessons is the use of media to introduce dialogs, grammar explanations and exercises.

A description of how the materials were created and how they should be used precedes the lessons. These chapters will hopefully help other teachers develop their own audiovisual materials.

An evaluation of these lessons is also described. This will be carried out in an English class for university students in Venezuela. The lessons, however, can be modified and adapted to different learning situations.

1977: M.A. in TESL THESES

174. AGNELLO, Francesca. Exploring the Pidginization Hypothesis
Chairman: John H. Schumann.

The purpose of this thesis is to further research John Schumann's Pidginization Hypothesis (1975). Specifically, it examines the speech of three adult second language learners whose native languages are neither English nor Spanish and who appear to meet the social and psychological criteria established by Schumann (1975). An attempt is made to ascertain, whether their L2 development has fossilized at the hypothesized pidginized stage, and if so, whether the pidgin form is syntactically similar across the three different languages and subjects involved. The following syntactical structures are analyzed: negation, wh- questions (inversion) and morphology (possessive, regular past tense, irregular past tense, regular plural, progressive, be auxiliary, copula and third person words, for each structure a ratio was determined which gives the number of correct structures over the total number of opportunities for that structure to occur. Where the subject uses the structure incorrectly, the errors are described. The major findings are that between the subjects there was a varying proficiency in applying correct negation, a consistent use of uninversion in simple wh- questions, and a lack of consistency in morphological development. In the conclusion five possible causes for the findings are discussed.

175. GASKILL, William Hobart. Correction in Adult Native Speaker - Non-native Speaker Conversation.
Chairman: Diane E. Larsen-Freeman.

This thesis focusses on correction in native speaker - non-native speaker conversation. Included in the study

are a summary and discussion of Schegloff, Jefferson and Sacks' "The Preference for Self Correction in the Organization of Repair in Conversation" (1977) and an analysis of corrections in conversations involving one adult, Iranian, non-native speaker of English and six adult, native speakers of English. The transcripts of the conversations are included in the study.

Analysis of the other-corrections, i.e., corrections of one speaker's utterance by another speaker, in the native speaker - non-native speaker conversations suggests that the other-corrections generally parallel those described by Schegloff, Jefferson and Sacks in native speaker conversation. Other-corrections were often modulated to display uncertainty; that is, they were done as questions such that the correction was preferred for acceptance or rejection rather than asserted. Some evidence suggested that other-corrections of substandard forms of English may be done as restatements which may be modulated in the form of affirmations suggesting agreement with that which was said rather than overt correction. When unmodulated other-corrections were found, i.e., in the format "No + correction," they occurred in special environments, relative to a previous utterance, which tended to elicit the correction. Instances of "No + correction" also were found where disagreement was a major issue.

It is believed that these findings are relevant to current research in classroom interaction, specifically to the issue of teacher-correction of student errors. Additionally, this study illustrates the relevance of conversational analysis to second language research.

176. JOHNSON, Gayle Cecelia. Vocabulary Acquisition in ESL. Chairman: Diane Larsen-Freeman.

The purpose of this study of vocabulary acquisition was to address the following questions: 1) What methods can be used to teach guessing the word meaning from context? 2) Which second language learners improve in guessing word meaning from context and which do not? and 4) What conscious vocabulary acquisition strategies do students employ when attempting to learn a set of vocabulary items?

The first part of the study involved teaching the skill of guessing word meaning from a written context to intermediate-level ESL students. Materials were designed to recognize intra-lingual, inter-lingual and extra-lingual

cues which are afforded by context. A pretest and post-test were designed and administered to assess improvement in the ability to guess word meaning from context. Three of the five subjects demonstrated improvement. The data of two subjects were inconclusive. One unexpected benefit from the use of this skill was the subjects' increased ability to process longer sentences.

Budner's Intolerance of Ambiguity test was administered in an attempt to identify the type of learner who benefited from the skill of guessing word meaning from context. Intolerance of ambiguity in this case refers to the inability of a learner to tolerate vagueness in word meaning. Test scores did not correlate with either presence or absence of success in skill use. Other factors (i.e., motivation, aptitude) may have resulted in achievement. It was observed that those students who did well were confident about using the skill.

In the second part of the study, subjects were asked to relate their conscious vocabulary acquisition strategies. The prominent features of these strategies involved rehearsal of the vocabulary items to peers, and attempting to use the items in a communicative context.

177. JONES, Rebecca Ann. Psychological, Social and Personal Factors in Second Language Acquisition.
Co-Chairman: Diane E. Larsen-Freeman,
Co-Chairman: John H. Schumann.

This study was conducted to further investigate the social and psychological factors which affect second language acquisition as well as to introduce the role of certain personal factors also involved in learning a second language.

A secondary aim of this research was to assess the strengths and weaknesses of the interview and journal techniques which were used as research tools.

The study was carried out in Malang, Indonesia during an eleven-week long intensive language program. Five participants are discussed in this thesis, one of whom is the author herself. To collect data on herself, the author utilized a journal in which she recorded her activities, thoughts and feelings during her language learning experience in Indonesia. She used an interview to elicit the opinions of the other individuals on their language learning experiences.

To present the data, the journal was edited and

rewritten and summaries of the interviews were prepared. The results show that each learner was affected not only by the social and psychological factors which have been previously researched, but also that these variables interact with the personal characteristics of each learner making each learner's experience unique. Recommendations are made for future research projects in this area. It is hoped that such information could be used by teachers and administrators of language programs to further understand the complex process of language acquisition their students undergo; and by the students themselves to understand their individual experiences in language learning.

178. NEUMAN, Regina Anne. An Attempt to Define Through Error Analysis the Intermediate ESL Level at UCLA. Chairman: Marianne Celce-Murcia.

The following study is an attempt to define the intermediate ESL level at UCLA. The goal was to discover the needs of the students at this level in order to make the courses more relevant to their needs. In addition to defining this level of instruction, the study attempted to reflect on the assumptions made by the two methods of analysis used to determine students' needs, contrastive analysis and error analysis. Specifically, an attempt was made to discover the role of native language interference at this level of instruction. The hypothesis was that the students from a variety of native language backgrounds, at the intermediate level, would make a number of errors in the given error categories under study. Furthermore, the frequency of errors made would distinguish the intermediate level from the beginning and advanced levels.

To test this hypothesis, autobiographical compositions were collected from UCLA students in the Winter and Spring Quarters of 1976. A total of 158 compositions were analyzed, 98 from the Winter intermediate level and 20 from each level in the Spring. Once all the errors were classified and counted, eight areas were selected for study.

It was found that the three levels were not distinctive based on the analysis of these eight areas and that native language interference did not seem to play a major role in the number of errors made.

It was recommended that the most prevalent categories be the teaching points at the intermediate level. Further recommendations were made for the

structure of the ESL program at UCLA including a revision of the Placement Exam and the development of individualized instructional materials.

179. OCHSNER, Robert Steven. Role of the South Pacific Commission in Regional Language Policies. Chairman: C. H. Prator.

In 1947 a somewhat mixed spirit of idealism and protectionism resulted in a conference of South Pacific colonial powers. France, New Zealand, Australia, the Netherlands, the United States and the United Kingdom each attended the meeting and cooperated in the creation of a regional, inter-governmental commission (Sady, 1948). From this meeting evolved the notion of a South Pacific Commission (SPC) designed to stem the spread of communism, to promote the native economies, and to run the region's affairs without United Nations interference (Cromcombe, 1973).

As the SPC goes into its thirtieth year (1977), a special meeting of member delegates will determine the organizations's future role. Previous attempts to define the "proper functions" of the SPC have resulted in a great examination of the SPC's past record and a realistic assessment of this organization both describe what it can do, and prescribe what it should do.

The SPC is one of the few organizations in the world that can influence, develop and implement language policies on a region-wide basis. In the context of current events SPC language programs, and in particular educational language policies, deserve special attention, for they directly affect more Islanders than any other SPC policy-making function. Yet there exists no description of SPC language-policy processes; no historical or evaluative study has to this date reviewed the approximately 200 volumes of official SPC publications.

180. PECK, Sabrina. Play in Child Second Language Acquisition. Chairman: E. R. Hatch.

The purpose of this study was to describe discourse between a child acquirer of English and one or two child native speakers, in order to see how discourse during play might have characteristic features that could uniquely shape the process of child second language acquisition.

Four taped sessions were transcribed, and then analyzed in the light of two major conclusions from a review of literature: 1) Play has some relation to learning, perhaps because in play the child may develop a large number of responses to objects and afterwards adaptively use these responses. 2) Discourse analysis may prove a useful method for studying how, in the co-operative construction of utterances, child acquirers might accomplish some part of the process of second language acquisition. Using both behavioral and intuitive criteria, discourse segments were selected from the transcripts and categorized as 1) language during non-play, 2) language during play, and 3) language play.

It was concluded that 1) In language during non-play, the child's communicative competence is severely tested, and the number of complex sentences is evidence of this. 2) In play situations the intense affective environment which is created by the child acquirer and native speaker may contribute positively to language acquisition. In addition, some play situations constitute a kind of predictable and highly contextualized language in which the child has many opportunities to produce and hear the same or near-same utterances. 3) Language play offers the same favorable conditions for language learning, but in addition the child pays close attention to form, and is not obligated to use language to express any meaning.

An implication of this study is that discourse analysis can be a useful tool for studying second language acquisition, especially when researchers try to be aware not only of the forms of language, but also the feelings that lie behind it. It was also suggested that most adults fear nonreferential speech (language play, schizophrenic speech, and glossolalia) because for them language is in the service of the ego, and to use language nonreferentially depends on lowered, or broken, ego boundaries. It was suggested that whatever developmental mechanism allows children's delight in language play to become adults' discomfort with any non-referential language may also have a role in the common success by children, and the almost inevitable failure by adults, in the acquisition of a native-like pronunciation of a second language. And last, it was concluded that a better understanding of play discourse may yield insights that will be fruitful for teaching second languages to children and adults.

181. ROBBINS, Margaret. Error Explanations: A Procedure for Examining Written Interlanguage Performance. Chairman: Diane E. Larsen-Freeman.

This study was conducted to investigate the second language learning process by examining the information obtained from explanations given by the second language learner about his errors. Another purpose of this study was to investigate the effectiveness of eliciting explanations from the learner about his verb errors on the subsequent eradication, or reduction in frequency, of those errors. Secondary areas of investigation were whether any patterns developed in the explanations given.

Eight intermediate-level adult ESL learners, two from each of four native language backgrounds (Arabic, Japanese, Persian, and Spanish) were randomly placed into a control group or an experimental group. Weekly error explanation sessions were conducted with each experimental subject during which the learner examined his uncorrected compositions. The learner attempted to locate his errors, correct them, and was then asked to provide an explanation for each error. In addition to the information obtained during the error explanation sessions, an error analysis of all the compositions written by each of the eight subjects was conducted, and a pretest and a post-test on verb usage and forms were administered to each subject. The information from these sources was analyzed to determine the effectiveness of the error explanation procedure.

The study showed that this technique was not generally effective in reducing the frequency of occurrence of errors in verb forms in the compositions written by the experimental group subjects. However, the results obtained indicated that the effectiveness of this technique appears to be dependent on outside variables, such as the attitude and motivation of the learner, his personality, and/or his past language learning history. In spite of the limitations of the procedure, the technique did yield insights into the strategies employed by the second language learner in dealing with his errors and the study showed that this technique can be used to reveal interlanguage rules.

Thus, the data do not support the hypothesis that eliciting error explanations results in improved performance; however, the data do indicate that this technique does provide useful insights regarding the second language learner and the second language learning process.

182. SCHWARTZ, Joan Lorraine. Repair in Conversations Between Adult Second Language Learners of English.
Chairman: E. R. Hatch.

Difficulties frequently arise in conversations between second language learners. This study was conducted to investigate how adult second language learners deal with errors and trouble sources in their conversations with one another. The specific aims of the research were to describe the repair work done by the second language learners in discourse, to describe the extralinguistic features which accompanied these repairs, to describe the differences between repairs made by speakers at different proficiency levels, and to compare the description of repairs made by native speakers.

Three videotaped fifteen-minute conversations of pairs of friends from varying language backgrounds and proficiency levels were collected. The beginning students were Persian and Japanese, the intermediate students were Persian and Mexican, and the advanced students were Russian and Chinese. The audiotapes were transcribed according to conversational analysis transcription techniques. The segments with repair were transcribed again from the videotapes for the extralinguistic features, according to a system of detailed glosses.

The data showed that the verbal repair work done by the adult second language learners was very similar to repairs done by native speakers of English. However, unlike adult native speakers, when one beginning second language learner corrected the other, the corrections were the outcome of incompetence in phonology, syntax and lexicon. Extralinguistic features were significant in the repairs, in terms of facilitating the process of negotiation for understanding. The three conversations differed significantly according to the students' proficiency level, especially in the pace and the length of the repair operations.

In general, the data indicate that adult second language learners are able to deal with errors and trouble sources in their conversations with one another, and that the students are able to learn specifics (such as vocabulary) as well as conversational strategies (such as negotiation) from conversing with one another.

183. STAUBLE, Ann-Marie E. An Exploratory Analogy Between Decreolization and Second Language Learning: Negation.
Co-chairman: Diane Larsen-Freeman
Co-chairman: John H. Schumann.

This study examines a possible analogy between

the process of decreolization and the process of second language learning in a natural environment, i.e. without formal instruction. Speculations are made in order to account for the similarities between the linguistic development exhibited in decreolization and second language learning in terms of extra-linguistic factors which seem to affect the degree to which the learner acculturates toward the 'model' language group.

It is claimed that extra-linguistic factors account for the varying levels of linguistic development exhibited in the fossilized speech of the three second language learners studied here. Within the framework of second language learning, these extra-linguistic factors take the form of social and psychological distance (Schumann, 1975, 1976). Further examination of these two factors suggests that psychological distance exerts a greater effect on the second language learner's degree of acculturation than does social distance. In addition, the learner's motivational orientation seems to be the most influential aspect of psychological distance which determines the degree of acculturation toward the 'model' language group and consequently the degree of linguistic development toward the 'model' language.

184. STERN, Susan Louise. The Teaching of Contemporary American Drama in Advanced ESL. Chairman: J. F. Povey.

Contemporary American plays carry a high degree of potential for the advanced ESL class. They can be used to develop the students' ability to understand and appreciate literature, expose them to American culture, enrich their linguistic ability, improve their oral skills, and foster communicative classroom activity. However, very little material is available regarding the teaching of plays in advanced ESL. This thesis compensates for this lack by providing criteria for the selection of plays, and suggesting a methodology for teaching them.

The thesis begins with a discussion of research methods used to accomplish this task: investigation of published materials, experience teaching plays, and the distribution of a questionnaire to 1,000 ESL teachers throughout California. The findings of this questionnaire are described in detail.

Criteria for the selection of plays are then presented, followed by a checklist of guidelines for selection. The chapter on methodology provides numerous

teaching suggestions for all aspects of play study: literary, cultural and linguistic. The section on active student involvement suggests many dramatic and group activities which aid in the development of communicative competence, and complement class study.

Following these teaching suggestions is a discussion of how they can be incorporated and sequenced into the presentation of an entire play, and an in-depth discussion of a teaching presentation of Arthur Miller's Death of a Salesman serves as a sample lesson plan. An annotated bibliography of materials for the teaching of plays, and recommendations for further research, conclude the thesis.

185. TELATNIK, Mary Ann. The Intensive Journal as a Self-Evaluative Instrument for the ESL Teacher. Chairman: Jose L. Galvan.

The study was undertaken in order to demonstrate that a journal technique which develops personal self-awareness can be utilized as an instrument for teacher improvement through self-evaluation.

The writer used Progoff's Intensive Journal technique in order to record her teaching activities during a ten-week, intermediate ESL course at UCLA.

As a result of reviewing the journal in relation to the foreign-language teacher training literature, four general conclusions concerning successful language teaching are reported.

(1) Lessons are more purposeful when the teacher develops his own personal philosophy of education based on his training and experience. In other words, the methods and techniques themselves are not as important as how they are structured to direct the student from controlled to manipulative activities.

(2) Student-centered activities are most effective when the learner becomes actively involved in lessons that draw on his experiences and needs.

(3) The journal supports the opinion of many educators that the teacher cannot accept the individuality of his students until he is aware of his own needs and goals. Through journal-keeping the teacher has the opportunity to record his reactions, attitudes and feelings. He thereby learns to accept his own strengths and weaknesses.

(4) The journal technique enhances outside evaluation.

Criticism and suggestions for improvement can be analyzed by the teacher in terms of his self-awareness.

186. THOMAS, James Benam. A Contrastive Study of Time and Aspect in the Misquito and English Languages. Chairman: R.N.Campbell.

The basic purpose of this study is to compare and contrast certain features of the tense and aspect system of English and Misquito, focusing on the basic differences and similarities of the two systems, in order to provide better inputs for the tasks of the materials developer and the classroom teacher of English as a foreign language.

The Misquito language is spoken by some 15,000 Misquito people who live on the Atlantic Coast of Honduras and Nicaragua. In addition to their native language, most Misquito people also speak Spanish, the official language of Honduras and Nicaragua. Furthermore, many also use a form of Creole English spoken along the Eastern Coast of these two countries, with "standard English" being taught in secondary schools for a period of three to five years as required foreign language study.

The need for a study of this nature arises from the observed difficulties which Misquito speakers have in learning and using English verb constructions, as well as the complete lack of contemporary research on the Misquito language. The general procedural focus of this study is, therefore, contrastive in nature.

Before entering directly into a comparison and analysis of the tense and aspect systems of the two languages, a brief review of related literature is presented in order to help clarify the general concepts of TIME, TENSE and ASPECT, using illustrative examples mainly from English, along with some from Spanish. At the same time, a theoretical framework will be chosen for subsequent use in the comparison of the two tense-aspect systems. Of the many prominent contemporary linguists who have discussed the concepts of Time, Tense, and Aspect, Professor William Bull (1968), is the only one who has pursued the topics in depth and who has developed a theoretical framework adequate for comparing and contrasting the research findings.

The field research on the Misquito verbal system will concentrate on the comparison of certain English verb constructions with equivalent ones in Misquito. A series of three two-way contrasts are to be investigated: 1) the simple present/the present progressive, 2) the present perfect/the present perfect progressive, and 3) the simple past/the present perfect. Special attention will be given to the manifestations of time, tense and aspect as formally marked in Misquito verb constructions. Basic research techniques include working with both bilingual and trilingual Misquito informants.

Following the presentation of the research findings on Misquito, a comparison and analysis will be made of the English and Misquito tense-aspectual systems within the theoretical framework formulated by Bull.

Based on the results of this comparison and analysis, certain conclusions and implications for the development of instructional materials and the teaching of English as a foreign language to native Misquito speakers will be presented and discussed.

187. TOMIYAMA, Machiko. Grammatical Errors and Communication Breakdown. Chairman: R. N. Campbell.

This study investigated the relationship between grammatical errors and communication breakdown. Communication breakdown was measured by examining native speakers' ability to correct grammatical errors in a written text on the assumption that communication breakdown exists to a certain degree if a native speaker cannot correct the error or the correction distorts the information intended to be conveyed by the writer.

Two grammatical items, i.e., articles (local feature) and connectors (global feature); three types of errors, i.e., omission, insertion, and wrong choice; and two passages were the variables examined in the experiment. The subjects corrected the texts which were mutilated in one of six ways; namely, 1) omission of articles, 2) omission of connectors, 3) insertion of articles, 4) insertion of connectors, 5) wrong choice of articles and 6) wrong choice of connectors, for one of two different passages.

The analysis of variance results indicated that mutilation of articles was easier to correct and hence less crucial to written communication than connectors for omission and wrong choice-type errors, but not for

insertion-type. These findings could be generalized over different kinds of passages when a synonymous scoring rule was used but not when an exact-work scoring rule was used; the latter produced a passage effect. Judgement of likely academic achievement was also affected by a grammatical item.

188. YOSHIDA, Midori. A Japanese Child's Acquisition of English Vocabulary. Chairman: E. R. Hatch.

A Japanese child, aged three years and five months, was observed at a nursery school for seven months, from November 3, 1975, to May 27, 1976. During the observation period an experiment was undertaken on this child. Questions for this research were: 1) What vocabulary was acquired by the child? And (2) how was the vocabulary acquired by the child (i.e., the process of its acquisition)?

For the purpose of these questions, the data were collected from the child's spontaneous utterances, the administration of the PPVTs (Peabody Picture Vocabulary Tests), and the word book tests.

The content and analysis of his vocabulary show several interesting results: superiority of comprehension, word learning on a perceptual basis, verbs as secondary acquisition, universality in child lexicon, input frequency, the child's individual preference, and advantages and disadvantages of Japanese loan words from English.

The child's vocabulary learning strategies were also discussed. Association and recall appeared to affect his vocabulary learning. Imitation and repetition were also important. Mixing and translation were used in the process of his vocabulary learning, which seemed to be helpful for his understanding of meaning.

Thus, some of the results were common to first language learners, and some were particular to second language learners.

189. BROWN, James Dean. Correlational Study of Four Methods for Scoring Cloze Tests. Chairman: J. Donald Bowen.

This study investigated the differences in reliability, validity, item analysis and usability among the exact-answer (EX), acceptable-answer (AC), clozentropy (CLZNT) and multiple-choice (MC) methods of scoring cloze tests.

All of the subjects in the experiment were English as a second language (ESL) students who were taking the UCLA ESL Placement Examination during the Winter 1978 administration. The subjects were randomly assigned one of two cloze test formats: an open-ended format (N = 55) for the EX, AC and CLZNT scoring or multiple-choice format (N = 57). The two formats were developed on the basis of two pretests, one on ESL subjects (N = 164) and another on native speaker subjects (N = 77). The former furnished the distractors for the MC format and the latter provided a glossary of acceptable-answers for the AC and CLZNT scoring.

In the open-ended cloze format, every 7th word was deleted for a total of 50 items. One sentence was left intact at both the beginning and end of the test to provide context. The multiple-choice format differed only in that it offered the subjects a choice of four possible responses for each blank.

The analyses consisted of comparing the four scoring methods on the basis of their relative validity (criterion-related with the ESLPE), reliability (K-R 20 and split-half), item analysis (mean item facility and discrimination) and usability (ease of development, scoring and interpretation).

The results indicate that the best overall scoring method is the AC method. It had the highest validity and reliability, as well as optimal item facility and discrimination.

190. BRUZZESE, Giannina Maria. The Effect of Formal Instruction on the Pidginized Speech of One Second Language Learner. Chairman: John H. Schumann.

The purpose of this thesis is to study the effect of formal instruction on the pidginized speech of one second language learner. The subject, Angela, had been

in the United States 40 years before she began ESL classes in the fall of 1976. The researcher for this study was also the instructor of the class and the subject's granddaughter.

Angela's speech was examined prior to instruction and it was found that she had a very low level of development in English. Her oral production was then taped for the last five months of the school year and then, again, in October, November and March of her second year of instruction. The following areas of her speech were analyzed in both studies: interrogatives, negatives, copula, third person s, progressive aux, progressive -ing, past tense, possessive 's and noun plural. In analyzing the interrogatives and negatives, a distributional analysis was made which showed the number of times a form was used in relation to the number of occasions that each structure was used. In analyzing the morphemes, a distributional analysis was made which showed the number of correctly supplied morphemes in relation to the number of obligatory occasions for each morpheme. The data recorded from both studies was compared in order to ascertain whether there had been any significant changes in Angela's speech.

Although there was evidence of some minimal learning, Angela's pre-instruction speech was strikingly similar to her speech after instruction. Age, social distance and motivation are discussed as possible reasons for this result.

191. BUTOYI, Cheryl Andersen. The Accuracy Order of Sentential Complements by ESL Learners.
Chairman: Diane Larsen-Freeman.

A cross-sectional study was undertaken in order to determine whether there was an accuracy order of English sentential complements common across adult native speakers of Spanish, Persian and Japanese. A written multiple choice and translation test was administered to 169 students of English as a Second Language at the University of California at Los Angeles to test the following complement constructions in post-verbal position:

Complement Type	Example
1. That-clause	1. I know that he left.
2. Infinitive-NP	2. I want him to leave.
3. Infinitive-Equi-NP	3. I want to leave.
4. Infinitive-NP to Deletion	4. I let him leave.
5. Possessive-ing	5. I resent his leaving.
6. Gerund	6. I resent leaving.

For purposes of comparability, Anderson's (1977) translation test was used. By ranking the percent correct for each of the six complement types by language group, accuracy orders arrived at and compared using Spearman rank order correlations. It was found that, with one exception, Anderson's Results and those of this study were significantly similar. In both studies, the that-clause construction (#1) proved to be the most variable in its rank order position.

Of interest in this study was the determination of the extent to which the native language influenced the accuracy with which the structures were produced. Contrastive analyses were conducted in an attempt to predict and/or explain the derived orders. The degree of similarity across the accuracy orders suggests that native language background has little to do with the accuracy with which the various structures were produced. Among other possible determinants of the common accuracy order, frequency of occurrence in native English speaker speech was the only viable explanation. Avoidance did not appear to play a significant role in the translation task.

192. CAMPBELL, Cherry Colleen. Ellipsis of do and did in Inverted Yes/No Questions by Native and Non-native Speakers. Chairman: Jose Galvan.

This study investigated the occurrence of second person yes/no questions with elliptical do-support in the spoken English of native and non-native speakers. A linguistic analysis of ellipsis in yes/no questions was carried out followed by an experimental investigation. In the experimental component of the study, yes/no questions were elicited from 45 subjects (15 native speakers, 15 intermediate, and 15 advanced non-native speakers) by means of an aural-oral test instrument. The variables examined in the analysis of the subjects' responses were verb type, i.e., stative and non-stative, and verb tense, i.e., present and past. The subjects' responses were evaluated according to a percentage of changes in ellipsis.

Results showed almost no changes in ellipsis when the stimulus questions were non-elliptical. Regarding the responses to elliptical stimulus questions, four significant results occurred:

(1) The native speakers produced significantly more non-elliptical questions than the other two groups.

(2) The subjects whose fields of study were in the humanities or social sciences produced significantly more non-elliptical questions than those whose fields of study were in the physical and life sciences. This result may have been compounded by the fact that all native speaker subjects were in the humanities and social sciences group.

(3) A two-way interaction for the native speaker subjects was found involving verb tense and native speakers' consciousness of eliding do-support in yes/no questions in their colloquial speech.

(4) A three-way interaction across all subjects occurred involving verb type, verb tense, and whether the subjects memorized their responses to the test instrument.

The above results may not accurately measure the use of elliptical yes/no questions by native and non-native speakers according to changes in verb type and tense for three reasons. First, it may be inappropriate to use a formal laboratory setting to measure the use of a linguistic form which occurs in informal conversation. Second, there was a difference in treatment in that the non-native speaker subjects received written cues to aid them in producing target responses whereas the native speaker subjects did not receive such cues. Finally, the type of ellipsis under examination is an optional language phenomenon, and as such its non-use may not be unusual.

193. CHAN, Linda Mae. Insights into Articles: A Typological Study of Definiteness/Indefiniteness.
Chairman: Marianne Celce-Murcia.

In recent years it has been suggested that languages are not subject to random variation. If such is the case, then the means by which a particular language expresses a given structure is neither limitless nor unpredictable. Learning about the ways in which a construction may be realized by various world languages should then reveal certain general patterns and trends of a universal nature that may be practically applied within a language teaching and language learning context.

Accordingly, the present study focuses on the concept of "determination" corresponding to the definite/indefinite usage of the English articles the and a---one of the five areas most problematic in the teaching of English as a second language (ESL).

The approach used is a typological one; the determination systems of seven different languages (including English) were studied using seven basic survey questions.

As a result of this typological study, several trends of both a semantic and syntactic nature surfaced. These generalizations in turn became the basis for formulating a pedagogical strategy for teaching the non-generic usage of English the and a which approaches determination from a perspective of commonality rather than as a complicated and random set of rules idiosyncratic to English.

194. FARHADY, Hossein. The Differential Performance of Foreign Students on Discrete-Point and Integrative Tests. Co-chairman: Frances B. Hinofotis, Co-chairman: Earl J. Rand.

Since 1956, various versions of the UCLA English as a Second Language Placement Examination (ESLPE) have been administered to incoming foreign students whose native language is not English. Many studies have been conducted on various forms of the ESLPE. However, the effect of the linguistic and educational background of foreign students on the performances on subtests of the ESLPE has not been investigated. This study investigates the performances of foreign students on the discrete-point and integrative subtests of the Fall-77 ESLPE.

The Fall-77 ESLPE consisted of eleven subtests assessing different language skills. The subtests were balanced into two four-subtest sections. The discrete-point section consisted of spelling, punctuation, structure (articles, prepositions, and verb forms), and vocabulary (Romance and Germanic) subtests. The integrative section included reading and listening comprehension, cloze, and dictation.

The three research hypotheses and results follow:

The first hypothesis, that Iranian students would score higher on the discrete-point than on the integrative subtests in comparison to other foreign students, also was not supported. They scored equally well on both types of tests, though they scored lower than the average foreign student on both types of test.

The third hypothesis, that the scores of foreign students from various language and educational backgrounds would significantly differ on the discrete-point

and on the integrative subtests of the ESLPE was supported. The results indicated that students from Hong Kong and Japan obtained the highest and the lowest total scores on the ESLPE, respectively. Four out of eight groups of the students under investigation (Iran, France, Israel, and Hong Kong) scored higher on integrative than on discrete-point than on integrative subtests.

The results of this study suggest that:

1. There should be a balance between the different subtests of the placement tests (discrete-point and integrative).

2. Instead of using the total scores for placement purposes, the students may be more appropriately placed on the basis of their profile of abilities on different languages skills.

3. Developing a criterion-referenced test is suggested. Such a test may help officials avoid possible inaccuracies (resulting from the type of test and the goals of the courses) in placing students in different language courses.

195. GERBAULT, Jeannine. The Acquisition of English by a Five Year Old French Speaker. Chairman: John H.Schumann.

This study describes the acquisition of English as a Second Language by a five year old French child. She had had no previous exposure to English, received no formal instruction in English syntax during the study, learning the language through natural exposure to the English-speaking environment. Spontaneous speech data were collected over a period of eleven months. There was no systematic planning of taping sessions, as the investigator was in the immediate environment of the child, and able to record whenever verbal communication was going on.

An analysis was made of the acquisition of the interrogative and negative structures, and of the following grammatical morphemes: copula, progressive -ing, auxiliary be, regular and irregular past, did auxiliary, third person singular, does suxiliary, plural -s, and possessive 's. The results were compared with results from other L2 child learners and with those from L1 learners.

The analysis of the data revealed that:

1) There was a gradual progression toward inversion in WH- questions.

2) In negation, a no Nucleus stage appeared as in the acquisition of English as a first language, but there was no no V stage such as that found in the English of many second language learners, especially Spanish speakers.

3) In morphology, the order of acquisition correlated with that found for most other second language learners, and the deviations from that order could be explained by L1 interference.

196. GRAHAM, Arthur Scott. English in Language Policy in India. Chairman: C. H. Prator.

This study examines the language situation in modern India with particular reference to the place of English. Three spheres or aspects of the Indian language dilemma dominate the analysis: (1) the response of modern language policy to the rise and fulfillment of demands for linguistic states; (2) the selection of an appropriate Indian language for use in national administrative functions; and (3) the justification, if any, for eventual elimination of English from governmental and educational use in India.

English occupies a conspicuous place in the complex language situation of multilingual and socially stratified India. The very presence of the colonial language adds force to the language controversy. English has been both favored and opposed as a possible official language. Rioting and violence have resulted from the divisions which have been created. Still, English has not lost ground against the Indian languages.

The first part of the study is concerned with presenting the present linguistic situation in India. The geographical and societal distribution of languages is discussed.

The following section examines the major policy decisions of the administration weighed against the overriding plan to replace English by Indian languages at both state and federal levels of administration. These decisions are explored in light of social and political forces that have shaped them. The influence of unification, national identity, and national development are considered.

The nest part of the thesis reveals the scope and depth of the national or official language controversy. Primary policy arguments regarding the position of English and Hindi are investigated as well as the social forces behind them. Both social and political views are considered throughout the study, because they are often divergent perspectives.

Research of linguists and anthropologists has indicated that solutions to the problems will inevitably involve multilingualism. The demands of the society at large seem to reinforce this conclusion. Indigenous languages will be used regionally in education and government. A social link language is emerging with the spread of Hindi. And the vital administrative, academic, and international link language will most likely continue to be English.

197. HENDERSHOT, Jon Alan. The Article System of English and Spanish. Chairman: Marianne Celce-Murcia.

This study seeks to provide a basis for writing materials for teaching the English articles to Spanish speakers and for making contrastive analyses and error analyses with the English articles and similar structures in other languages. It also provides a basis for future attempts to form significant generalizations about the English and Spanish article systems. Several tasks are pursued to accomplish these ends.

In chapters 2 and 3, the meaning of definiteness in English and Spanish is explored. In the past, these notional distinctions or semantic properties of noun phrases have been treated mainly as labels that classify forms into groups of similar usages. Here these terms are defined precisely, and grammatical evidence is offered to support the conclusions.

In section G of chapters 2 and 3, models or schemes are proposed that relate the articles with the semantic properties. Finally, in chapter 4, the schemes are contrasted to show which notional distinctions have different articles forms.

The schemas and the brief contrastive analysis are not the primary purpose of this paper. Rather, they are by-products of the central investigation of the meaning of the semantic properties of definiteness, specificity, property ascription, and genericness. This is deemed essential in teaching English as a Second Language, since a foreign speaker must first identify the message he wishes to communicate before choosing the appropriate article as a vehicle for that meaning.

198. HOLDICH, Diane L. The Development of a Self-Instructional Handbook to Teach Punctuation to ESL students. Chairman: Marianne Celce-Murcia.

This study examines the procedures that were undertaken in the process of writing and testing a programmed instructional sequence designed to teach punctuation to ESL learners. The procedures included the development of a punctuation pretest, a self-instructional handbook, mastery quizzes, a posttest, and an affective questionnaire.

The experiment involved testing the developed materials in an ESL classroom situation. Four classes of 33C (high-intermediate level) students took part in the experiment. Two of the classes served as the control group, and two classes served as the experimental group. At the beginning of the Spring Quarter, the pretest was administered to all four classes. Instruction in the rules of punctuation was given to both groups. The experimental group received its instruction only by means of the self-instructional handbook. The control group was taught by traditional methods. At the end of the quarter, a posttest was administered to both groups.

The results of the experiment demonstrated that the ESL learner can learn as effectively from programmed instructional materials as he can from the traditional teaching methods.

199. HUDSON, Thomas Dean. The Effects of Systematic Pre-Reading Activities on Reading Comprehension and Student Attitude. Co-chairman: Frances Hinofotis; Co-chairman: John H. Schumann.

This study examines ESL reading difficulties as they relate to the student's prior knowledge or lack of prior knowledge of reading passage content and the world. It first examines relevant psycholinguistic and cognitive learning theories as they relate to reading. It then examines selected current reading texts to determine the extent to which they reflect the theories of information processing in reading. Finally, it discusses the construction and results of a reading experiment on 93 college bound non-native speakers of English.

The learning theories indicate that readers process meaning using prior knowledge can either aid or impede comprehension. The examination of current reading

texts indicates that few ESL reading materials explicitly take this factor into account.

In the experiment, a repeated measures design was used, and 93 subjects were given 45 minutes of instruction in each of three reading methods. In the first method, subjects had a passage, took a test, read the passage again, and took the test again. In the second method, subjects were presented a vocabulary list prior to reading. In the third method, subjects were shown pictures relating to the general topic of the passage and were asked to make predictions about the passage content. Further, after each reading passage and method, subjects completed a student attitude evaluation form.

The results of the study indicate: 1) that materials which include prior knowledge and focus activities produce significantly higher reading comprehension scores at the beginning and intermediate proficiency levels than other methods, 2) that effectiveness of instructional method differs at different levels of proficiency, and 3) that focus materials are rated higher on student evaluations than materials which do not include such activities.

200. JAFFE, Barbara Ann. Strategies of Communication: Spanish Immersion Program. Chairman: J. D. Bowen.

The ways in which a language learner communicates his intended meaning in his language are referred to as strategies of communication. In the field of ESL, not enough has been done towards an analysis and classification of the various kinds of communication strategies. Also, the techniques by which the use of these strategies are observed are few in number. The present study provides an analysis of various communication strategies utilized by two Spanish Immersion Program students in unrehearsed conversations with a native speaker. It also suggests for new ways to examine the students' communication strategies: through the use of an unobtrusive video camera and tape recorder so that the basic data can be reviewed and rechecked.

The thesis includes a review of the literature on communicative competence and a discussion of the recent work done on strategies of communication. Seventeen strategies are identified and described from the literature. Of these, nine are used by each of the two students in their conversations with the native Spanish speaker.

A detailed analysis of the conversations shows the types of strategies used and the frequency with which they are utilized.

The final chapter discusses the implications of this study for the field of TESL. Suggestions for further research conclude the thesis.

201. KAPPNER, Christhart H. Simultaneous Interpretation by Children: A Psycholinguistic Experiment. Chairman: John H. Schumann.

Simultaneous Interpretation is the process of orally translating a message from one language into a second language while the message is being delivered. Although a few researchers have investigated qualitative and temporal aspects of adult simultaneous interpreters' performance, no previous study has investigated the ability of bilingual children to interpret simultaneously.

This thesis is a descriptive study and a report of an experiment in simultaneous interpretation which used bilingual (German/English) children as its subjects. The six children were selected from the German-American community of Southern California, and they ranged in age from 9½ to 15 years.

It was hypothesized, first, that age, bilingual ability, and home language would be factors contributing to an overall score of their translation of a simple German story; second, that a verb-last segment would make the simultaneous interpretation task more difficult for the children than a segment with the verb in non-last position; and third, that the children would have to increase the ear-voice-span whenever they encountered a verb-last segment in their translation.

The analysis of the children's transcripts showed that the "accuracy" of their translations tended to increase with his/her age, bilingual ability, as well as the amount of German spoken at home. Further, all children experienced greater difficulties in translating passages with verb-last segments, which resulted in consistent increases in the ear-voice-spans. Thus, the stated hypotheses seem to have been supported by the findings of this thesis.

Since, however, these findings are based on only six subjects, future research should use several children per age group so that individual interpretation abilities can be separated from age-dependent factors.

202. LEE, Younghea. An Error Analysis of Some Features of English Article Usage by Koreans. Chairman: R. N. Campbell.

The correct usage of English a(n) and -s as countability markers and the as a specificity marker has been extremely difficult for Korean students of English. The frequent use of articles in English augments the problem. The difficulty can be attributed to the absence of an exact equivalent category in Korean and the lack of delineation of those common features which do exist in Korean.

This study includes an error analysis and a contrastive analysis. An error analysis was made based on fifty compositions written by Korean university students. A contrastive analysis was made between the Korean markers and English a(n), -s and the in terms of countability and specificity on both semantic and syntactic levels. In the contrastive analysis Korean han(a), -təl, and kə were compared to a(n), -s, and the, respectively.

The conclusion of the study identifies the sources of errors in using English markers. For specificity, the relationships of the and kə to modification and space are pointed out as the sources of confusion. Two sources of confusion for countability markers were found. One is only a partial correspondence in the intrinsic countability of nouns between English and Korean. The other is that the extrinsic countability markers of nouns are primarily governed by morphological constraints in English while they are primarily governed by lexical constraints in Korean.

203. LOTTE, Charles Walter. The English Used in Lectures to Students of Engineering. Chairman: C. H. Prator.

Engineering students comprise a large and probably growing proportion of ESL students, both in the United States and abroad. Yet there is not much information on what the special linguistic needs of these students are. Especially little knowledge exists concerning the linguistic patterns which occur in engineering lectures and how these patterns compare with those used in other fields of study.

In the present study 19 science/engineering lectures were recorded and the second 15 minutes of each were transcribed. The occurrence of verb phrases and

clauses was analyzed and the results compared with a similar study by Muench (1973), who analyzed lectures not only from engineering but also from the social sciences and business. In addition, a questionnaire survey was conducted among engineering ESL students at UCLA to determine the degree to which these students wanted their ESL courses aimed at engineering studies.

The results indicate that engineering lectures are probably easier to process linguistically than lectures from other fields. First, they are usually heavily supported by blackboard presentations. Second, the quantity of linguistic material tends to be less. Third, the variety of patterns is relatively restricted. Almost 75% of the verbs were in the simple present tense and of these about half consisted of the copula. The simple past occurred only 10 times per 15 minute science/engineering-lecture segment, compared to 39 times in social science lectures. Model auxiliary occurrences and non-finite verb forms in the science/engineering lectures exhibited the same relative restrictedness of variety.

204. SECORD, Maureen Angelica. A Categorization of Transitional Expressions in English.
Chairman: Marianne Celce-Murcia.

In linguistic studies and ESL curricula, the combining of clauses and sentences to show logical relationships by the use of transitional expressions (TE's) has generally received low priority. Although TE's are essential for successful comprehension and constitute a major source of textual cohesiveness, they are often misused, lacking or misunderstood by non-native speakers of English.

The thesis begins with a review of the literature which demonstrates a need for giving more attention to this linguistic area by emphasizing the importance of knowledge of TE's in reading comprehension and writing improvement. A pilot experiment was conducted to study whether TE usage also affects native speaker perception of an author. The results, while not statistically significant, do tend to support the hypothesis that correct and adequate TE usage characterizes one as a more educated and sophisticated user of English.

The main purpose of this study is to consolidate and systematize fragmented information in reference grammars in order to isolate general semantic categories,

specific logical relationships, and corresponding TE's. These linguistic findings are presented in diagrams incorporating considerations of syntax and register. The Additive category deals with the notions of ADDITION, EXEMPLIFICATION, REFERENCE, and SIMILARITY: The Adversative category contains subcategories of CONFLICT, CONTRAST, CONCESSION, DISMISSAL, and REPLACEMENT: the Causal category includes CAUSE/REASON, EFFECT/RESULT, PURPOSE, and CONDITION; the Sequential category treats CHRONOLOGICAL AND LOGICAL SEQUENCE, DIGRESSION, RESUMPTION, and SUMMATION.

The thesis concludes with pedagogical applications, general guidelines for inclusion of TE's into an ESL Curriculum, and recommendations for further research.

205. STROM, Virginia Grace. Planning Inservice Education for Teachers of English as a Second Language. Chairman: C. H. Prator.

The need for inservice education among teachers is a widely acknowledged fact and is a topic under much consideration in educational circles today. Teachers of English as a Second Language, especially those who do not claim English as their first language, are among those who need inservice education.

The primary purpose of this study was to engage in preliminary thinking about inservice education for teachers of English who do not have sufficient background in the language itself or in methods of language teaching. First, a study of current literature on inservice education was undertaken to discover objectives, guidelines, and activities recommended by experienced educators. Then, two institutions, established to help English teachers in India and Southeast Asia, were examined. These were the Regional English Language Center, Singapore, and the Central Institute for English and Foreign Languages, Hyderabad, India. From these sources, five broad objectives for the inservice education of such teachers of English were derived; seven specific guidelines for the achievement of these objectives were described; and several activities, namely local workshops, peer observation, and visiting demonstration classrooms, were recommended. Finally, a practical application was made for teachers of English at a school in New Delhi, India. These teachers were surveyed regarding their educational and language backgrounds and the needs that they had in their daily classroom teaching. The information gleaned from the survey provided the basis for recommendations concerning inservice education for these particular teachers.

206. VAN SCHAIK, Jennifer Dittman. A Comparison of ESL and English Composition Textbooks at the University Level. Chairman: John F. Povey.

English as a Second Language (ESL) students who attend an American university are expected to use the same writing techniques as native speakers. Therefore, the two groups of students should use composition textbooks which deal with similar concepts. This thesis reports the results of a study which compared ESL composition textbooks with freshman composition textbooks. Freshman texts were chosen because they can provide a guide to those writing skills necessary for acceptable college writing.

Universities throughout the United States were polled to identify which composition texts were being used. Then a detailed content analysis of nine ESL and eighteen English composition texts was conducted. A questionnaire was sent to selected universities asking the faculty to answer textbook-related questions, such as how the texts were used within the course. In addition, the questionnaire provided data concerning course goals, instructors, and students.

The results of this research reaffirmed the importance of textbooks in the teaching of composition. Texts were used in virtually all of the sixty-six courses in the study, and in over half of these courses, the contents of the textbook closely reflected the goals of the course. The Contents of ESL texts were shown to be different from English texts in the amount and type of composition instruction offered, yet ESL and English instructors reported that they worked towards the same writing goals. There seems to be a discrepancy between expressed ESL composition goals and actual practice. Therefore, both ESL courses and textbooks should be re-evaluated by ESL professionals to determine whether ESL students are receiving composition instruction necessary for survival in American universities. The final chapter of the thesis suggests ways in which ESL composition textbooks could be improved to better meet the writing needs of university ESL students.

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